

The A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

VOLUME 22

NO. 7

"IS LIFE WORTH LIVING?"

So long as Faith with Freedom reigns,
And loyal Hope survives,
And gracious Charity remains
To leaven lowly lives;
While there is one untrodden tract
For intellect or will,
And men are free to think and act,
Life is worth living still.

—ALFRED AUSTIN (1835-1913)



MARCH, 1942



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Volume 22

March, 1942

Number 7

EDITORIAL

ALIBIS GOOD AND BAD

TEACHERS who broke the code of professional etiquette by applying for and accepting positions at a lower rate than approved in the A.T.A. table of basic minima for their respective positions react in different ways to the letter of the Provincial Executive recently sent to each one asking for a statement of the facts relating to his or her application and appointment.

1. Most teachers plead ignorance, that they knew nothing about the table of basic minima having been set by the A.T.A.
2. Others suggest that the minimum set forth in The School Act is \$840—as if that had anything to do with it.
3. In justification others suggest that they responded to advertisements of school boards stating “salary according to schedule”, and then found out afterwards that the basic rates in the schedule were lower than the A.T.A. basic rates.
4. Yet others seem to feel aggrieved that the A.T.A. should have the temerity to attempt to intervene in any way with respect to the “right” of the individual to take a position at any rate of salary at all, provided such individual is willing to take what the board offers: in other words, “It’s nobody’s business but ours—the school board’s and mine”.

EXPLANATION Number One doubtless is a defense in a few cases where teachers had been out of the profession for a considerable time and were honestly ignorant of the conditions laid down by their professional Association, for it is only fair in these cases to assume that the explanation is being given in good faith. As a matter of fact there can be little excuse for any teacher who was serving last year being ignorant with respect to this matter. As far as was humanly possible every such teacher was mailed a circular letter together with the table of basic minima, so if they simply put these communications from their professional Association into the waste paper basket without reading them, then they cannot be held otherwise than guilty of discourtesy, to say the least, to their own Association.

* * * *

WITH respect to excuse Number Two, no sensible person would suggest that The School Act did otherwise when it provided for the statutory minimum, than fix the lowest possible rate of salary which under normal circumstances should be paid an inexperienced teacher of lowest professional qualifications. It was never the intention of the legislature to have teachers of long successful service and high qualifications paid as low a salary as \$840 per annum. No, it was a job which presumably must be left to the teaching profession itself, by and through the corporate endeavours of the members of that profession, to regulate salaries above the statutory minimum.

* * * *

THE reply to excuse Number Three is: That is the reason the circular letter went out to every teacher. What would be the use of sending out the letter at all if the A.T.A. had been foolish enough to believe that every school board throughout the Province would prepare and adopt a salary schedule conforming to the table of A.T.A. basic minima? Any person of intelligence surely should have realized that the intention of the campaign was to exert pressure on the school boards who would not conform, to convince them by experience that the teachers would hold together in this regard and that, if they wanted to secure teachers, they would have to make their salary schedules conform with respect to the minima decided by the overwhelming majority of the Annual General Meeting of the A.T.A. Surely this is the only possible way in which employees may raise their financial status.

* * * *

People who take such a position as expressed in Number Four are not democratically minded at all:

"We can have unity that far exceeds the coerced uniformity of dictatorship if we can keep clearly in mind the obligation of the minority to abide by the decision of the majority until that decision is formally and officially changed by democratic processes."—John W. Studebaker.

In any case it is not a new thing the A.T.A. is doing. Have these individuals never heard anything about the fees set by other professions? The idea may be a little bit new to Alberta teachers and teachers in

certain of the other Provinces, but it is certainly not a new idea to teachers throughout the world, and it is rather refreshing to find that the Ontario Secondary School Teachers' Federation has been working on this plan for several years. We quote from *The Bulletin*, February, 1942:

Important Notice to All Teachers Regarding Salary Minima

The following motion of the Salary Committee was unanimously adopted by the Annual Meeting on December 29, 1941:

That the minimum figures of the salary schedule adopted by the Annual Meeting of 1938 be now insisted upon by this Federation for its members.

This motion means that every Federation member who seeks a new position must not accept a salary less than the minima in the schedule printed below. Those who are now receiving less than the approved minima are not affected by the resolution so long as they remain in their present positions, but they are urged to press for increases to the minima at the earliest opportunity.

Approved Schedule of Salaries

(The minimum figures are the ones which must now be observed).

1. \$1,400 minimum to \$2,000 minimum-maximum for schools under the jurisdiction of Boards employing 1 to 4 Secondary teachers;
2. \$1,600 minimum to \$2,500 minimum-maximum for schools under the jurisdiction of Boards employing 5 to 15 Secondary teachers;
3. \$1,800 minimum to \$3,000 minimum-maximum for schools under the jurisdiction of Boards employing 16 to 100 Secondary teachers;
4. \$1,800 minimum to \$3,400 minimum-maximum for schools under the jurisdiction of Boards employing over 100 Secondary teachers.

Any Federation member who violates either the letter or the spirit of this resolution will be subject to such disciplinary action as the Provincial Executive shall decide. This decision was taken by the Executive at their meeting on January 10, 1942.

ALL Federation members, whether or not they are personally concerned with this announcement, are urged to give it as wide publicity as possible by drawing it to the attention of their colleagues and friends.

The A.T.A. is comparatively modest after all, certainly not extremist, in its approved table of basic minima.

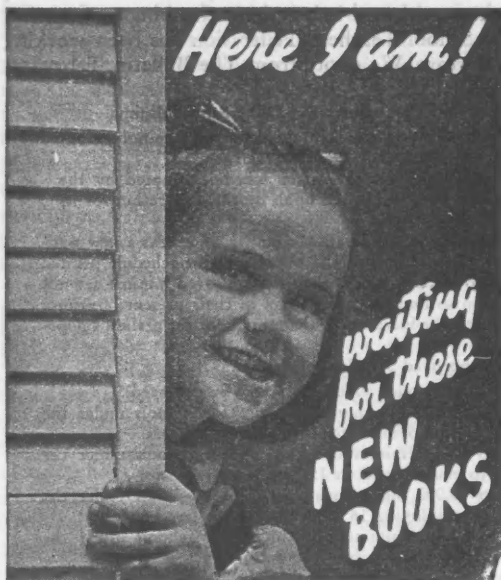
* * * *

AIN'T IT THE TRUTH!

ONE relief for us from the depressing effects of the world crisis is the receipt of communications from old members and friends who have left the Alberta school system temporarily, until the victory is secured. One such communication recently arrived from one of our most able, amiable and witty; it gave us quite a thrill. It consisted of a clipping (inserted below) attached to a sheet of paper, and it was ringed around with trenchant comments written in script. It shows that although busily engaged in doing his bit for King and Country his heart is still with us in Alberta, and our friend makes it possible to take time out from his military demands to think back to us and send along something choice and helpful.

Here are the comments framing the clipping: "Hello John!" "Winnipeg Free Press, February 12, 1942"; "Why not copy this in the A.T.A.?" "It is in harmony with the A.T.A.'s efforts"; "Make it the

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theme of your next month's editorial"; "Ain't it the truth?"; (An arrow points here to the sentence: "Then why the decrease of 2.3 per cent on education?"); "Best wishes to you and the A.T.A. cause. By Gum it's noble"; "Keep up the fight"; "There's more to do yet. Sincerely, A.D. (Lieut)"

Education Neglected

Current annual expenditure of all governments in Canada increased from \$886,000,000 to \$1,256,000,000, or 46.3 per cent, in the ten years ending 1940, and there were substantial increases in most departments of government, but there was an actual decrease of \$3,400,000 in the annual expenditure on education, according to a bulletin of the Citizens' Research Institute. It needs some explaining why the money voted for education in all the provinces declined from \$146,800,000 to \$143,400,000.

The decade included the depression years and economy was needed, of course, but there was an increase of \$3,700,000, or 21 per cent, spent on agriculture; an increase of \$7,000,000, or 39 per cent, spent on development of natural resources; an increase from \$61,000,000 to \$118,000,000 on public welfare (not including capitalized relief money); and an increase from \$7,095,000 to \$8,095,000, or 14 per cent, on recreation. Then why the decrease of 2.3 per cent on education?

It looks as if there were undue zeal for economy in this exceedingly important department of government. What happened, no doubt, was a general tightening up of expenditure on urban schools, a reduction in rural teachers' salaries—a severe reduction in many parts of the West—and a denial to some of the universities of the support which they badly needed.

After the war and when the adjustment of relations between the provinces and the Dominion is completed, one of the things which every province should be able to do is to maintain its whole educational programme in a reasonably adequate manner.—Winnipeg Free Press.

* * * *

Yes, Ain't It the Truth?

As for making it the theme of next month's editorial, for once we can not just see things A.D.'s way. His few shots hit the bullseye every time. Surely it would spoil the target if we presumed to take a few pot shots after A.D.'s fine marksmanship.

RENT OF TEACHERAGES

In response to complaints from teachers re teacherages:

- (a) Alleged exorbitant rental charged by boards;
- (b) Deducting rental charge from pay check even though the teacher does not use the teacherage;

we beg to advise as follows:

1. Both A.T.A. and Department are prepared to investigate any such complaints;
2. Rental charge and amount charged are subject to the ap-

proval of the Minister before being made (Section 120 (i) of The School Act);

3. The teacher in any case is not liable to pay rent unless he is living in the teacherage or, otherwise, has agreed to occupy it;
4. A school board has no legal right to deduct rent from the teacher's pay check except by agreement.

Any complaints in these regards should be set forth in detail and addressed to the A.T.A. Office.

JOHN W. BARNETT,
General Secretary-Treasurer, A.T.A.



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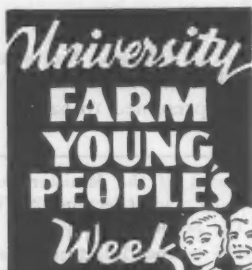
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June 4-11, 1942

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DEPARTMENT OF EXTENSION

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The Easter Convention

EVERYBODY COME

See Convention Time Table in this issue, page 24.

THE Easter Convention this year is called for Monday, Tuesday, Wednesday and Thursday of Easter Week, April 6th to 9th, in the Palliser Hotel, Calgary.

General Sessions

We have been fortunate in obtaining as our guest speaker, Dr. Alvin C. Eurich, Professor of Education, Stanford University, an educationist of outstanding prominence. (See page 26 of this issue.) Dr. Robert Newton, Acting President of the University of Alberta, has also consented to be with us and deliver an address. Dr. H. C. Newland will deliver an important address at the Convention Banquet.

All sessions, both the General and those of the Annual General Meeting, are open to all members who pay the Convention fee of \$1.00; all have a right in the A.G.M. to participate in the discussions.

Now that revision of the High School Program of Study is under way and the teachers are asked to participate therein, this is a year when every teacher, whether engaged in High or Public School work, should make it possible to be at this particular convention.

Salaries

The matter of salaries of teachers must be seriously tackled at the Annual General Meeting and plans outlined for a campaign for increased remuneration for teachers either by way of **Better Schedules** or **Cost of Living Bonuses**. In spite of revision upwards of most salary schedules, the outcome is inadequate and the standard of living of teachers will decline further unless the teachers really inform themselves of the situation and act together on plans decided at this Annual General Meeting.

Transportation to Convention

Teachers may use the **Teachers' and Pupils' Vacation Certificates** issued by the Railway or Bus companies, which entitle one to travel to Calgary and return for one and a quarter times the single fare rate.

Banquet and Dance

The charge is \$1.00 for either or both. Those who don't dance may attend a demonstration of sound films or play bridge.

Earlier Opening of A.G.M.

In order to avoid the rush experienced in other years to complete the agenda of business, members and delegates particularly should note that the first session will commence at 9:00 a.m. on Easter Monday morning.

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Provincial Executive Elections, 1942

While the closing date for receipt of nominations for the forthcoming election of the Provincial Executive is March 6th, we publish herewith a list of those teachers who have at date of going to press accepted nominations:

PRESIDENT—

Smith, James A., Kitscoty. Nominated by Hardisty-Provost, Calgary City, Lac Ste. Anne, Stettler, Vermilion, Two Hills, Camrose, Drumheller, Neutral Hills, Wainwright, Sturgeon, Holden, Lamont, Edmonton.

Sansom, Dr. C., Calgary. Nominated by Grande Prairie, Evansburg West, Medicine Hat.

VICE-PRESIDENT—

Baker, Thomas D., Edmonton. Nominated by Hardisty-Provost, Calgary City, Lac Ste. Anne, Stettler, Vermilion, Evansburg West, Wainwright, Grande Prairie, Drumheller, Sturgeon, Holden, Lamont, Edmonton.

Ainlay, H. D., Edmonton. Nominated by Two Hills.

Garrison, Lloyd, Berwyn. Nominated by Peace River.

GEOGRAPHIC REPRESENTATIVES

Southeastern Alberta:

Ansley, E. C., Medicine Hat. Nominated by Cypress, Medicine Hat.
Morton, R. A., Hanna. Nominated

by Sullivan Lake.

Central Alberta:

Clarke, George, Loughheed. Nominated by Hardisty-Provost, Killam.

Butterfield, M. R., Coronation. Nominated by Neutral Hills, Castor, Stettler.

McCleary, Charles H., Camrose. Nominated by Camrose.

McLeay, L. R., Edgerton. Nominated by Wainwright, Holden.

Northeastern Alberta:

Duteau, Paul G., St. Paul. Nominated by St. Paul.

Shavchuk, P. M., Hairy Hill. Nominated by Two Hills.

Kostash, L. L., Andrew. Nominated by Lamont.

Northwestern Alberta:

Melsness, H. C., Grande Prairie. Nominated by Grande Prairie.

Edmonton District:

Allan, Margaret M., Barrhead. Nominated by Pembina.

Johnston, Armina M., Edmonton. Nominated by Edmonton, Evansburg West.

Calgary District:

Daniels, L. A., Calgary. Nominated by Calgary City.

Eyres, W. Roy, Swallow. Nominated by Strathmore.



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SALARIES



A FURTHER REPORT OF THE PROVINCIAL SALARY COMMITTEE

The following information is the most recent received and will bring up to date statistical and other material which has been issued by the Salary Committee.

(1) These School Divisions are now paying all teachers not less than \$840 minimum salary:

Berry Creek, Cypress, Camrose, Sturgeon, Macleod, Drumheller, Wetaskiwin, Foothills, Smoky Lake, Wheatland, Calgary, Bow Valley, E.I.D., Strawberry. (Clover Bar now pays interim teachers \$800; this will be raised to \$840 on September 1, 1942).

(2) Additions or alterations in Summary of Divisional Salary Schedules:

Cypress—basic \$840.

Sturgeon—basic \$840.

Olds—basic \$810. Total increase \$5,746.

Smoky Lake—all teachers received \$84 increase, so that in future no salary will be less than \$840. Total increase \$11,000.

Strawberry—basic \$840.

(3) Cost of Living Bonus—

Bonuses are paid as follows:

(a) Cities.

Edmonton: \$50 per annum to teachers without dependents; \$100 per annum to teachers with dependents.

Calgary: \$50 to \$100.

Red Deer: Payment of bonuses to teachers with dependents at discretion of School Board.

(b) Towns and Villages.

Bellevue (12 rooms) 46c per day (20-day month). As at October 1941.

Beverly (5 rooms) \$75 per annum.

Blairmore (13 rooms) 61c per day. As at February 1942.

Coleman (19 rooms) 61c per day. As at February 1942.

Crossfield (5 rooms) \$50 per annum for married teachers.

Edson (14 rooms) \$10 per month for married teachers residing in Edson; \$6 per month for all other teachers.

Frank (2 rooms) 61c per day. As at February 1942.

Grande Prairie (12 rooms) 25c per week per point increase. (Dominion index).

Hillcrest Mines (4 rooms) \$50 to each staff member (1941-42).

Innisfree (3 rooms) \$12 per month to principal (with dependents); \$6 per month to other teachers (without dependents).

Lomond Cons. (3 rooms) \$60 per annum to principal (married); \$45 per annum to single teachers.

Okotoks (7 rooms) \$25 per annum.

(c) School Divisions.

Taber: 10 per cent of salary according to schedule.

Macleod: \$5 per month.

Pincher Creek: \$6 per month.

Holden: 25 cents per week (52 weeks per year) for each point above cost of living index above 115.

T. D. BAKER,

Chairman,

Salary Committee.

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Pas d'Argent Pas De Suisse - -

Selective military service, as well as the obligations incurred by reserve officers, have been making serious inroads on the teaching, supervisory, and administrative ranks in school systems. This is as it should be, for, in addition to the fact that teachers rate high in fundamental loyalty to the nation's needs, they also make the finest material for intelligent military service. These educators, of whom there are many, have accepted the call in generous spirit regardless of the financial return. They have demonstrated the good citizenship which they have taught to younger generations.

Inroads from other sources, too, are being made upon the educational ranks of the nation. Teachers, men and women, heretofore paid meagre salaries, are being drawn away from their chosen calling by higher financial returns in other governmental or industrial positions. Many a teacher in low-pay areas of the country can double, triple, or even more greatly multiply his salary by thus leaving the classroom and entering emergency work.

Herein lies a great danger to educational progress. Less well-trained substitutes will take these educational positions and the children who pass through school in the crisis will be denied the excellence of past programs. The answer is to be found in providing at all times more adequate salary schedules for teachers. The nation needs teachers in times of emergency as sorely as at any other time. The classroom should be one of the last service stations to lose its trained personnel. Certainly the change from a role for which one has prepared to a position of no greater importance ought not to be made merely as the only possible way of getting more adequate pay. Can not this lesson of

the emergency be added to the mass of accumulated evidence that the teachers of the nations' children must be better paid?—The School Executive Magazine. Reprinted from *The Manitoba Teacher*.

J. W. NOSEWORTHY, M.P.
Elected Member for South York



J. W. Noseworthy, M.P., Past President of the Ontario Secondary School Teachers' Federation, not content to rest on past achievements, or to vegetate in the comparative ease of the editorship of the *Bulletin*, must needs direct his amazing energies (or so it seems to the present writer) into the political field and challenge no less an antagonist than the Rt. Hon. Arthur Meighen, recently selected leader of the Federal Conservatives. Whatever their various political affiliations, teachers throughout Canada salute Joe Noseworthy for his courage in deciding to contest the South York seat in the interests of what he believes to be a sound democratic principle—the right of any group of constituents to select their political representative at the polls.—Adapted from the *Bulletin*, O.S.S.T.F.

WHY NOT GROW THEM FULL SIZED ?

By Georges Bugnet, Lake Majeau

Would you consider as a good gardener the man who gives his roses barely enough food and water to have small blooms instead of full-sized ones?

Well, then, why do we do that to children of this country? For, above all, there is one thing they should learn during their school days and never, never drop, as long as they live.

We must always remember that human beings, in order to reach full size, should not behave like mere animals. As long as we study and work in the belief that comfort and material productions are the main part of our lives we are but half human because, like animals, we consider only the enjoyment of our bodies, and of the low grade cells in our brains.

Of course a lot of people, before us, for thousands and thousands of years have done just that. But then, what do we care if they are no more? Some of them just mined and ruined the soil and natural resources of their land, leaving behind them a waste of ashes and sand in which today we can dig out ancient cities and a few human bones. What did those millions of people do for humanity? What did they do for us? As for many of them, we feel they were a pest and should not have existed at all. Do we want this to be said also of us, the Canadians of today?

On the other hand, some men began to perceive what it was to be really human, what it was to produce real wealth, human wealth, lasting wealth. For example, there lived some 3500 years ago, a man named Moses;

another called Homer grew up somewhere among the old Greeks. Those two men were amongst the first to offer something that the civilized nations have very carefully kept, so that even today millions of people still go to these men in order to find a larger and richer human life, both intellectual and spiritual.

Thus we can easily see the difference between the material and the intellectual products, between passing wealth and lasting wealth. While these two men are still with us, educating our brains and souls, what do we care if they made money or not? Do we care, today, who was the boxing champion or which team won the football games in their times? What do we care who then was a millionaire? What do we care about their big lawyers, politicians, merchants, or farmers? Who cares much about any of the material products of the people of those days and if they had or had not plenty of money and a comfortable life?—all those things have been dead and buried long ago. So that the only really human stuff they left us is their intellectual yield; that is, their best thoughts and their finer feelings, as expressed by their best writers.

This shows quite plainly that if we want our children to be rich, not like mere animals, but as full-sized humans, they should first understand that no nation can be very much respected and admired unless it can offer really great and beautiful brain work, a kind of brain work outclassing and outlasting, in this world, anything else made by man. And there is only one kind of work that can do that: great books that future hu-

manity will treasure for their intellectual and spiritual delight and guidance.

I have said this and written about it many times because, in Canada, very few people understand it—none of our various governments save one seem to perceive it—and because we will never amount to much until we do understand it.

That is why the younger generation should begin to realize clearly that Canada will never rank among the great nations until she shows writers as good as any they boast about in England, or France, or anywhere else. And, lacking giants, we already have authors of no small stature. If our children learn this and never forget it, the idea will grow in them and around them. Intellectual yield will be placed where it should be placed—at the very top. And Canadians will soon be recognized, not as pupils, as colonials, but as masters, inferior to none.

HAPPY DAYS ON THE FARM

By ELLA H. Hay

Longmans, Green & Co., \$1.10.

A reader for Grades II, III and IV, illustrated in colour, **HAPPY DAYS ON THE FARM** is the story of a brother and sister who leave their city home to visit their grandparents. To the boys and girls who attend urban schools, the wonders of rural life are introduced here in a most interesting fashion.

For the students in the rural schools, **HAPPY DAYS ON THE FARM** will have an equal appeal, for it contains so many of their daily experiences. A complaint against so many of the readers published today is that they are based on life in the city—the fireman, policeman, street cars, etc., fill their pages to such an extent that the country boy or girl often feels lost. Such criticism cannot be made of this reader.

Also introduced into the story (incidentally so as to be not too obvious) are moral and social lessons—kindness to animals, the need for neatness, generosity, co-operation, industry, and other qualities that typify the good citizen. Forty-three amusing coloured drawings by Jack Merryweather contribute greatly to the book.

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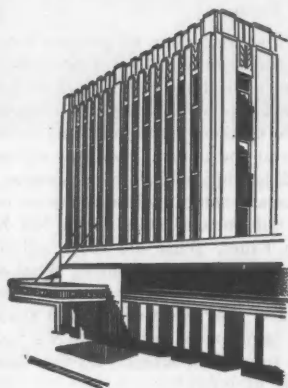
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Carstairs

CURRICULUM REVISION

Mathematics

The following notes are based upon three reports: (1) The place of Mathematics in Secondary Education, 15th yearbook, N.C.T.M. (1940) (A.T.A. Library) (2) Mathematics in general education (P.E.A. 1940) (3) Secondary Education (Spens' Report, 1939) and (4) A discussion of (1) and (2) by various writers (Mathematics Teacher, Dec. 1940).

Reports (1) and (2) have different viewpoints. (Betz (4), 348) summarizes these as follows:

"If 'S' represents 'systematic mathematical training' while 'L' denotes 'a series of significant life situations suggesting certain mathematical backgrounds' then (1) may be called an S to L report while (2) is an L to S report."

(1) Presents two curriculum plans, while (2) presents an outline of the principles of problem solving as a basis for the development of a curriculum which is to be constructed by locating and studying concrete problem situations which arise in connection with meeting needs in the basic aspects of living.

The proposals outlined in report (3) are of interest. It is stated that mathematics needs to be studied **actively**, by which is implied the use of what the report calls the 'problem method'. The topics for study derive from the discussion and investigation of problems of some general and historical significance. For example, one could take the problem of measuring the dimensions and area of a piece of land. Here is a problem with an in-

teresting history and with many ramifications.

This activity program for the school would mean that mathematics would retain its individuality as a subject, but without isolationism. Such an approach to the teaching of mathematics would mean that the dividing walls of mathematical subject matter would be less apparent, and this important and enduring human activity—mathematics—would begin to show itself for what it is—one of man's most reliable guides to sound social thinking.

It will be noted that (3) suggests problems in historical setting and sequence. This does not necessarily exclude present interests. Thus land measurement is a problem which is very old yet has wide contemporary significance.

Betz (4) pp. 349-50 notes that 'the problem method' is still "theory" not yet successfully 'applied'. He lists the failures and the analogous failures in science teaching, and notes some of the reasons why failure has dogged the experiments. He therefore concludes, "An exclusive dependence on life situations and concrete or 'real' problems, so it appears, cannot be dissociated from fatal pedagogic difficulties which it has not been found possible to overcome." Again, "The whole doctrine of life situation, while most fascinating in theory, unquestionably involves a cluster of unsolved and very baffling problems."

This is of course frankly recognized by the writers of (2). Thus Hartung is quoted by Betz as say-

ing: "To build a curriculum along these lines we must sentence ourselves to many years of hard labor. But it is not the labor of the rock pile."

The curriculum plans of (1) are of interest. The main plan is outlined in appendix V. The second plan is a modification of the first. Douglass [(4), 364] criticizes this plan as "principally a description with a few modifications of the type of the traditional curriculum organization which has been increasingly regarded as inadequate to meet the mathematical needs of the high school population of the present though constituting a good college preparation for future students of engineering, etc."

Douglass expresses disappointment at the absence of a plan suited to the needs of more than half of the general run of high school students. He sketches a scheme for such students in his words, "largely the application of arithmetic, informal geometry, and elementary algebra to farm, shop, home-consumer problems, travel, transportation, communication, health, safety, leisure, etc; continued maintenance and development of computational skills."

The above criticism of Douglass should not be accepted uncritically however. (1) is no "reactionary" document. It expressly rejects a **wholly** social-vocational emphasis such as Douglass seems to favor in the above quotation. Thus in outlining a programme for backward pupils in grades 7-9, it "urges that mathematics should not be regarded solely as a study of utility, with emphasis exclusively on problems they (the pupils) may actually need to solve. It believes that for backward pupils as well as for able pupils mathematics should be in part cultural and informational. The future life of a backward pupil is destined to be quite circumscribed intellectually, and even a limited background of appreciations helps make him a better citizen. Such

an aim seems practicable if proper material of instruction is chosen and this is good teaching."

The commission faces explicitly the unsettled character of the theory of "centres of interest" and "recognizes the desirability of correlated activities and a reasonable utilization of centres of interest pertaining to important aspects of modern life", but develops the curriculum mainly on the lines "S to L" noted earlier. It would require mathematics to the end of grade 9, would recognize no year as a terminal year for the study of mathematics in high school, and presents a continuous and flexible programme through to the end of grade 12.

In this programme there is a progressive development of mathematical concepts and processes, proceeding from the informal to the more highly organized, and in terms of the major aspects of mathematics: number, space perception, non-symbolic and symbolic (algebraic) reasoning. At the same time stress is put upon the **personal** aspects of the work which we may group roughly into (a) abilities, (b) attitudes, (c) interests and appreciations. Thus mathematical activity should foster the ability to think clearly, to use information, concepts and principles, and fundamental skills. Again, mathematics properly taught, can assist in the growth of desirable attitudes, such as respect for knowledge, open-mindedness, etc. Every effort should be made to engender interest and to deepen appreciation by reference to historical material, and to the service and artistic values of mathematics. In addition, mathematical projects and activities are suggested for use.

Such a programme based on procedures already tested offers prospects of immediate development for the school curriculum. The courses in mathematics at each stage become

courses in "general" mathematics which may be locally adapted. As W. D. Reeve has remarked recently "It is most undesirable that the idea gets around that general mathematics is only of significance for children of low ability in mathematics. While it may be true that such children find greater interest in such a course than in the older traditional approach it does not follow that the general mathematics programme properly organized is not equally desirable even if it has to be more extensive for the gifted pupils."

To summarize, reports (2) and (3) seem to offer proposals for a research programme with fascinating objectives. Report (1) seems to be a necessary complement to such a programme, namely, a serious effort to improve teaching practice in ways which may be adapted to local conditions.—A.J.C.

Note:—The editors are preparing a stencil of questions and suggestions for use in study groups. Copies may be had from either of the editors on receipt of a three cent stamp to cover mailing charges.

Obituary

It is with deep regret that the Tofield teachers report the sudden passing on January 31, 1942, of **MISS RUTH HAYWARD CASH**, a member of the town staff.

Miss Cash was born in Vermilion in 1913. She completed her high school training there, attended the University of Alberta in 1932-33 and Camrose Normal School the following year. She taught four years in the Irwinville School, and for the past two and one half years in Tofield.

Miss Cash had proven herself highly successful in her chosen profession. Her kindness, patience and sympathetic attitude won for her the devotion and co-operation of her pupils, by whom she is greatly missed but fondly remembered. As an active member of the Tofield Sub-local Miss Cash has contributed greatly to its progress. She will be missed not only by her fellow teachers but by the whole community, for she gave of her time and enthusiasm to the promotion of the activities of the United Church choirs, Y.P.S., Curling Club and other local undertakings.

* * * *

The teachers of Stanley Jones School, Calgary, wish to offer this tribute to the memory of **MISS NORA E. MOORE** who passed away in Calgary on January 19, 1942.

Miss Moore joined the staff of teachers of this school in 1929. During her many years of service, her devotion to her work, her unfailing patience and good nature, even during an extended period of ill-health, won the admiration and respect of her associates, and her utter selflessness endeared her to the hearts of all who knew her well.

*The sweetest lives are those to duty wed,
Whose deeds, both great and small,
Are close-knit strands of an unbroken thread,
Where love ennobles all.*

* * *

We regret also to announce the death of **MISS JOSEPHINE LOUISE VERBEEK** at St. Paul on February 5th. Miss Verbeek had been teaching in the Mallaig School in St. Paul School Division.

MARGINALIA

By Dr. C. SANSOM

EDUCATION IN COLLAPSE

EDUCATION, the most basic and indispensable of all the social services, seems ever to be the first to suffer from the shocks of economic adversity, and the last to recover from them. This was the theme of the first address on education I ever heard that I can remember, and it is just about as true today as it ever was. What other important service gets knocked about like education by economic and political changes and the exigencies of war? All the services are affected by these things without a doubt; they creak and groan a bit under the strain, but as a rule they do not collapse. Education, especially rural education, just about collapses. During the last war or immediately after, as many as eight hundred "permit" teachers were found in Alberta rural schools in a single year. On the other hand, as a result of the depression of '29, literally hundreds of applications from certificated teachers were received by individual rural boards advertising vacancies. Now we are at the beginning of the cycle again. No sooner did the present war break out than signs of weakness began to appear. If the war is of long duration apparently nothing can prevent a repetition of what happened twenty years ago.

Now there must be some good reason for this. There may be many good reasons, especially in time of war. But the phenomenon I am discussing is not limited to war time by any means. Any major economic disturbance, sometimes even a minor one, will undo the work of years in trying to raise the status of teaching. It seems that education, especially

rural education, is in a state of chronic disequilibrium, ever ready to topple over if you so much as breathe on it.

One of the root causes of the instability, it seems to me, is our dual system of school administration. Subject to ultimate legislative control, we have two educational authorities, each practically supreme and autonomous in its own field. One we may call the authority on standards (teacher selection, training, certification etc.). This is the Department of Education. The other is the authority on finance. This is the local school board. The responsibility for financing education in Alberta has been handed over by the legislature to the local boards to the extent of about 85 per cent of the total for the Province.

The unfortunate aspect of the matter is that these two authorities do not always pull together in sweet and tuneful harmony. In fact the rule seems rather to be the reverse of this. There is usually a subtle and under-cover (sometimes not so under-cover) conflict going on between them. It is this unceasing conflict within the system between two authorities each of which is quite legitimately doing what it is supposed to do,—the one trying to improve the teaching service, the other to save the taxpayer's money,—that largely accounts, it seems to me, for the instability of rural education. And the case for education is no better for the fact that the advantage as to weapons lies invariably with the authorities on finance.

Consider, for instance, what happened in this Province between the setting up of the larger divisions and the outbreak of the war. The authority on standards, perhaps encouraged unduly by the hope of better things held out by the new administrative units, set out, as was its right and duty, to improve the teaching service. We all remember those stirring days.

The leadership was forceful. The campaign was vigorous. The whole system of certification was overhauled, requirements were raised, and so great was the rush of teachers to the summer school to meet the new requirements that a new school had to be set up in Calgary to accommodate the overflow.

While the authority on standards was doing this, what was the policy of the authorities on finance? Did the latter give tangible and sympathetic support to the former in the attempt to improve the system? With perhaps a few minor exceptions they did not. The fact was, in general, that at the very moment when the authority on standards was pushing requirements up, the authorities on finance, with equal and even greater vigor and determination, and not always the poorest of them by any means, were pushing salaries down.

This situation, brought so clearly to a focus in the period to which I refer, is the normal state of affairs in rural education. The resultant of the two forces is an educational structure so insecurely based that, in the face of almost any economic change, be it from good times to bad or from bad times to good, from inflation to deflation or from deflation to inflation, from peace to war or from war to peace, the result is always the same—impending collapse.

One rather obvious way to bring about a measure of improvement in the situation, in "normal" times at least, would be for the authority on teaching standards to be provided with the wherewithal adequately to finance its own standards as it sets them up.

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A mystery-comedy which involves two young Americans in England at the beginning of the War and their adventures with foreign agents, burglaries, and the British constabulary during a war-time blackout. 8 m 5 f. Books. 40c (Royalty, \$5.00)

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The Man Who Ignored The War

A comedy by Harold Brighouse 3 m, 3 f Books. 40c (Royalty \$5.00)

The Keeper of The Keys

A drama which takes place at the Gate of Heaven when victims of the War begin to arrive. 5 m, 4 f. (Royalty \$5.00)

The Funk Hole

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Poetry Contest

To stimulate creative writing and encourage Canadian poets the Poetry Society of Winnipeg is sponsoring its second Dominion-wide competition. Three cash prizes will be given: \$50, \$15 and \$10. Manuscripts, typewritten, double-spaced, in triplicate with name and address of writer in sealed envelope attached to each copy (writer's pseudonym printed on outside of envelope) must be delivered to Mrs. N. A. McMillan, 129 Sherburn Street, Winnipeg on or before March 15, 1942. Make as many entries as desired, but enclose 25c entry fee for each poem submitted (stamps not accepted).

AN INTERCHANGE OF LETTERS

C.T.F. Query

January 30, 1942.

Colonel the Honourable J. L. Ralston,
Minister of National Defence,
Ottawa, Ont.

Dear Sir:

So many men in the teaching profession across Canada have enlisted in the three services of National Defence that a critical situation has developed in the educational work of Canada, particularly in the high school grades. The ranks of the teachers have been so depleted that it is impossible for School Boards to fill these vacancies with properly trained substitutes.

Practically all of the male teachers of military age at the present time are torn between the desire to join one of the three services, on the one hand, and a rather strong feeling to continue at their less heroic task in the already depleted teaching profession, and they would welcome a ruling, or an opinion, from you as to whether their services would be of greater value to the country in their present position or in military service.

I understand that in England the Government has made a definite ruling with regard to male teachers and those of a certain age are required to remain at their posts. If your Department would make some statement with regard to this matter

for the guidance of teachers we will, through this office, endeavour to give this statement wide publicity.

Yours very truly,

Canadian Teachers' Federation,
C. N. Crutchfield,
Secretary-Treasurer.

Reply from the Department of National Defence

February 3, 1942.

Dear Mr. Crutchfield:

Mr. Ralston has asked me to acknowledge your letter of January 30th, on behalf of the Canadian Teachers' Federation, with reference to the recruiting of teachers holding important positions in schools.

Mr. Ralston wishes me to advise you that immediately on receipt of your letter the matter was taken up with the appropriate officers of the Department.

He would like the members of your Federation to know that, while their representations with regard to such recruiting have been carefully studied, it is felt that no obstacle should be placed in the way of High School Teachers or others who deem it their duty to serve their country by enlisting in the Armed Forces.

Yours very truly,

Signed: J. Waters,
Private Secretary to
Minister of National Defence.

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For King and Country



We publish herewith a sixth list of Alberta teachers who have enlisted in His Majesty's Forces, bringing the total number reported to have left their classrooms for active service to 292 teachers.

Foremost School Division No. 3—
William G. Code.
Lethbridge School Division No. 7—
Price Gibb; Leo M. Smith; Wilfred N. Thomas.
Clover Bar School Division No. 13—
E. J. Lundy.
Holden School Division No. 17—
Joseph R. Balko; Myrtle Buchan.
Camrose School Division No. 20—
George W. Annesley; Leslie O. Brown.
Castor School Division No. 27—
Chauncey O. Tuttle.
Olds School Division No. 31—Warren S. Bailey, Reid G. Bennett, Carl W. Bingham, Josephine Booker, Fred L. Evans, Ronald A. Lyons, Lovell E. Patmore, Harold M. Shore, Cyril W. White.

Foothills School Division No. 38—
Lloyd H. Anderson.
Calgary School Division No. 41—
Wilfred R. Vernon.
E.I.D. School Division No. 44—
Edwin K. Parks.
Castor School District No. 2194—
Allan Gibb.
Fort Saskatchewan School District No. 91—H. Isobel McLaggan.
Kinuso School District No. 3868—
Agnes M. Hutchison.
Medicine Hat School District No. 76—
Murray J. Robison.
Ranfurly School District No. 1542—
Arthur C. Archibald.
Redcliffe School District No. 2283—
Walter King.
Wainwright School District No. 1658—
Kenneth Hutchinson.
Warner Cons. School District No. 1—
R. B. Burnard.

HONOUR ROLLS

1. The Department of National Defence has just announced that a form of Honour Roll has been prepared for the use of Canadian Organizations whose members have been accepted for Active Service in His Majesty's Armed Forces.

2. The Honour Roll is attractively printed in full colour in two sizes leaving space on the one for 12 names and on the other for 36 names.

3. These Honour Rolls will be sent direct from Ottawa to any who apply for them and will be supplied entirely free of charge.

4. The writer feels you will be pleased indeed to know that this offer is available and trusts you will immediately apply for an Honour Roll of the size you require, either leaving space for 12 names or for 36 names.

5. I am directed to request that you make your application to the Civilian Director of Recruiting, Department of National Defence, Room 309 Bate Building, Ottawa.

Yours faithfully,
J. H. GAINOR, Major
District Recruiting Officer
M. D. No. 13, Calgary, Alberta.

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ENTERPRISES IN STUDENT ACTIVITIES

Edited by L. W. Kunelius, M.A.,
Taber



A page devoted to accounts of organized procedures for teaching democratic citizenship through student organizations and activities. The examples are from Alberta schools.

The editor earnestly solicits teachers and their students to submit articles for publication on this page. Mail your contributions to the A.T.A.

THE Editor recently received a copy of a small pamphlet entitled "Experiences in Consumer Co-operation" published by the students at Pine Mountain Settlement School, Kentucky. The students described it as "an expression of the correlation of Co-op Study, English and Printing as done by the Co-op Groups of 1940-41." The pamphlet gives some glimpses of a remarkable school at the secondary level which has for several years now administered to the vital needs of a very rural, poverty-stricken and backward community in the hills of Kentucky.

The co-operative store, which is the project of the second year (10th grade) class is but one of many interesting enterprises conducted by the students of this school. This project arises out of "Co-op Study" which is the core subject of the second year class. Etudies in English, bookkeeping and arithmetic, social studies, consumer buying, budgets, dramatics, art and printing are all correlated in co-op study. Separate subjects, as we know them, are alien to this school.

The pamphlet tells how the store is operated, how it is linked to their studies, and how the school has influenced the people of the community

towards co-operation and mutual self-help.

More information about this school is found in the book *The Emerging High School Curriculum** in the chapter "Meeting Needs at Pine Mountain". The 110 students in this boarding school come from rural families and coal camps over a wide area. Located several miles from any village, the school forms a self-sustaining community with its farm, its laundry and repair shops, its printing press, its light plant and water works. Arising at 6 o'clock all students do two hours labor before classes commence at 9:30. A recreational programme is provided each evening from 6 to 8 o'clock. Besides doing nearly all the work in this school settlement, the students extend their interests into the community. Older students go out to help the younger elementary teachers in the crowded surrounding schools and give instruction in handicrafts, etc. The school operates a pack-horse library service. The only health and medical service in the district is provided by the school Health Association which is served by a visiting doctor and nurse, and a few of the older girls. These girls, trudging many miles alone, make several visits a week to lonely cabins up the valleys and creeks. The Director of the school describes this well in a letter which is quoted in the book.

"Carrying little leather bags laden with first aid kit, books, magazines and newspapers, they are a welcome sight along the lonely creeks. Many and varied are the things they do, from making a social call, bringing

*The Emerging High School Curriculum by Spears; American Book Co. 1940. In the A.T.A. Library.

BANFF FRENCH SUMMER SCHOOL

Many teachers of French have felt the need of a new technique in the teaching of their subject. It has long been evident to us that the method of dealing with a living language, French, must be different from the technique employed in the teaching of Latin. And yet history tends to repeat itself and we teach as we were taught. A French lesson is very often a pure grammar lesson during which a synthetic corps is carefully built up out of French nouns, verbs, adjectives and the like. And those of us who were subjected to large doses of grammar when we were in high school are amazed and horrified to find that our students have little conception of the grammatical terms which we toss about with such joyful abandon. We suspect that the teacher of English must be derelict in his duty, although we have to admit that his (and our) students seem to be

able to speak, read and write English reasonably well. Can we not achieve similar results in French, or at least approximate them? Fortunately there is a summer school right in our own province where the new techniques in the teaching of French may be learned.

The Banff French Summer School will conduct its third annual session in Banff, Alberta, during the last three weeks of August 1942. This School, which was formed through the co-operative action of the more progressive teachers of French in the province, under the able and active leadership of the Calgary Association of French Teachers, is now an integral part of the Banff School of Fine Arts conducted by the Department of Extension of the University of Alberta. The French School makes it possible for teachers and others to have an all-French experience for three weeks. Members of the group live, eat and work in as French an environment as it is possible to create.

Enterprises—CONCLUDED

the news of the day, to bathing a whole bed-ridden family; from making possible the cutting of a window in a dark little cabin where a boy of twenty-one is dying, to helping a mother keep her child alive. They help break down some of the barriers that would keep a little child from the country school, help the overburdened teacher with recreation for youngsters, scout for the nurse, and organize health clinics."

Here is an inspiring example of a school that is adapting its entire programme to the end whereby it can best serve the needs of the community.

The book contains numerous similar examples of secondary schools in which a new revitalized curriculum is emerging.

March, 1942

Arrangements for 1942

The session will be held in Banff from August 10th to 29th inclusive. Professor Albert L. Cru of Columbia University, will again be director of the French School. He is unsurpassed as a teacher of French by the direct method. As is indicated in the tentative program given below, all phases of Oral French will be stressed. Professor Cru will be assisted by Madame Yvonne Poirier of Lincoln School, New York City.

Plans are under way for a minimum enrolment of forty students who will live together and speak French for the duration of the session. Those taking the course will be grouped on the basis of their ability to speak French. There will be at least two groups which will be taught separ-

ately. The fullest opportunity will be given teachers to improve their spoken French.

Fees, Accommodation, etc.

A tuition fee of \$30.00 will be charged for the three weeks' session. There is also a registration fee of \$1.00. Plans are well under way for the housing of the French group in "chalets". A housing committee under the chairmanship of Miss Alice Howson, 324 Alberta Corner, Calgary, Alberta, seeks the co-operation of all prospective members of the 1942 French Summer School and urges them to send in their enrolment at the earliest possible date. Those who enroll late cannot expect to obtain an all-French experience during their stay in Banff. It requires months of correspondence, preparation and selection before suitable "chalets" can be found in Banff. Further, cash deposits must be paid out well in advance of the opening of the French School. Hence an early registration is imperative if you wish accommodation in a French "chalet". Easter is the absolute "deal-line". Miss Howson will be glad to answer enquiries re housing and costs of same.

Each "chalet" houses five or six persons, and the cost varies with the accommodation. A French-speaking hostess is in charge of each "chalet". She does all she can to stimulate conversation, correct errors and the like. One of the larger "chalets" is used as a "foyer francais" and provides opportunity for sing-songs, discussions, and sociable "get-togethers" in the evenings.

Forty places are being reserved in the well-appointed dining-room conducted by the Banff School of Fine Arts. The cost of board for the three weeks' session is \$26. Single meals can be obtained if desired. The members of the French School will be accommodated at separate tables at

which French will be spoken exclusively.

Those wishing to make their own arrangements for accommodation will find cabins and the camp-grounds available.

To provide the fullest opportunity for French conversation, prospective students are, however, advised to patronize the dining-room operated under the auspices of the Banff School of Fine Arts.

The beautiful and healthful surroundings at Banff provide an excellent opportunity to combine a real holiday with the benefits of the French Summer School. Recreation of all sorts is available in Banff. Swimming and mountain-climbing are particularly exhilarating — in French.

Tentative Program of Courses for 1942

1. Demonstration Class of the Direct Method—

A class of Junior High beginners will be taught according to the natural and simple method which uses French as the language of the class from the beginning.

2. La Lecture Expliquée—

The purpose of this course is to prepare French teachers to read aloud correctly, to explain without translation all the shades of meaning, to comment on the text faithfully through an intense grammatical, literary and linguistic study.

3. La Civilisation Francaise—

The aim of this course is to present the history of French civilization in the political, social, literary and artistic growth of the French nation. This course is limited to the essential part of the cultural equipment of the modern teacher of French.

4. La Composition et le Style—

A practical course in writing the language. Particular care will be

given to grammar, syntax and the use of correct vocabulary.

5. Diction—

A basic and essential course to correct faulty pronunciation. The work consists of individual practice of the fundamental sounds and a careful study, classification and duration of vowels. Liaison, intonation, diction, etc., will be practised in reading aloud.

6. French Dramatics—

Everybody is invited to take part in the activities of this group, the purpose of which is to select easy plays for reading aloud in parts, rehearsal, selection of cast and presentation.

7. A special class may be given in the afternoon for the benefit of those who have special difficulties in understanding, speaking and writing French.

SCHOLARSHIPS

Three scholarships are being offered to students of French at the Banff French Summer School—two will be given by the Banff School of Fine Arts and a third will be given by a group of 1941 members of the French School. Each scholarship is

for the amount of the fees, \$30. The scholarships are open (one each) to the following classes:

1. To students of French 3 in Alberta high schools.

2. To Alberta students who have completed high school and are now either attending other schools or university, or are working preparatory to attending university.

3. To Alberta teachers who are doing or are intending to do, post-graduate work in French and engage in foreign language teaching; or to graduates of the College of Education of the University of Alberta.

Applications for these scholarships must be received by the Chairman of the Scholarship Committee, Miss Margaret Fraser, Rocky Mountain House, by May 15th. All applicants for a Scholarship should state qualifications and experience in French. They will also be expected to write an essay on "The Cultural Value of the Study of French." Any enquiries concerning these scholarships should be addressed to Miss Fraser.

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194



	MONDAY	TUESDAY
MORNING	<p>9:00-10:00 REGISTRATION OF DELEGATES</p> <p>•</p> <p>10:00-12:00 ANNUAL GENERAL MEETING</p> <p>(A) Striking of Committees (B) Officers' Reports (C) Pensions Board Report</p>	<p>9:00-12:00 ANNUAL GENERAL MEETING (Reports of Committees)</p> <p>•</p> <p>9:00-12:00 Registration for General Sessions</p>
AFTERNOON	<p>2:00-5:00 Committees of ANNUAL GENERAL MEETING</p> <p>•</p> <p>4:00-5:00 ASSOCIATION TEA</p>	<p>2:00-3:00 Opening of GENERAL SESSION Mayor of Calgary DR. ALVIN C. EURICH "Guidance" <i>Chairman: PRESIDENT SMITH</i></p> <p>•</p> <p>3:00-4:30 PANEL DISCUSSION "Teachers as Social Engineers" <i>(Community Service)</i> <i>Chairman: R.E. SHAUL</i></p>
EVENING	<p>8:00-10:00 Committees of ANNUAL GENERAL MEETING</p>	<p>6:00 BANQUET <i>Speaker: DR. H.C. NEWLAND</i> "Teachers of Democracy" 9:00 DANCE - BRIDGE Display of Sound Films H.P. BROWN UofA.</p>

CONVENTION

TABLE

1942



PALLISER HOTEL
• **CALGARY** •

	WEDNESDAY	THURSDAY
AL (ees)	<p>9:00-10:30 Committees of ANNUAL GENERAL MEETING</p> <p>•</p> <p>10:00-12:00 ANNUAL GENERAL MEETING</p>	<p>9:00-12:00 • ANNUAL GENERAL MEETING •</p>
ON y	<p>2:00-3:00 Committees of ANNUAL GENERAL MEETING</p> <p>•</p> <p>3:00-4:45 ADDRESS DR. ROBERT NEWTON <i>President U. of A.</i> <i>Chairman: F. G. BUCHANAN</i> <i>Superintendent Calgary Public Schools</i></p> <p>•</p> <p>DR. ALVIN C. EURICH <i>"High School & University"</i> <i>Chairman: DR. G. F. McNALLY</i> <i>Open to Delegates of "Home & School" Confr.</i></p>	<p>2:00-4:30 • ANNUAL GENERAL MEETING •</p>
ND acy"	<p>8:00 PUBLIC MEETING <i>(Auditorium Western Canada High School)</i> <i>Chairman: PREMIER WM. ABERHART</i> ADDRESS DR. ALVIN C. EURICH <i>"New Procedures in Education"</i></p>	<p>6:00 • ANNUAL GENERAL MEETING</p>



GUEST SPEAKER FOR Easter Convention

*Dr. Alvin C.
Eurich*

From the School of Education at Stanford University, California there will come to address our Easter Convention a man whose long and varied experience in the educational field gives promise of outstanding ability to assist and stimulate our thinking on educational problems which confront us in Alberta. Dr. Eurich has worked especially during the past few years in the field of Evaluation of the Educational Program, a subject which intimately concerns us at the present time, when we are fostering study groups for Revision of the High School Curriculum. Other subjects of special work recently done by Dr. Eurich relate to Junior College and Educational Guidance.

Dr. Eurich was born in Michigan in 1902, and holds degrees from the following institutions:

B.A. North Central College, 1924; M.A. University of Maine, 1926; Ph. D. University of Minnesota, 1929. Graduate study, University of Michigan, 1925.

Positions held: Instructor, University of Maine, 1924-26; assistant in educational psychology 1926-27, instructor in educational psychology 1927-29, assistant director of educational research and assistant professor 1929-35, assistant to the president and associate professor 1935-36, assistant dean of the College of Education and professor of educational psychology 1936-37, University of Minnesota; professor of education 1937-38, Northwestern University; professor of education, Stanford University 1938-present; also at present, director of evaluation study, Bennington College, Bennington, Vt.

Visiting professor of education during summers. University of Michigan, 1931; West Virginia University, 1933; Stanford University, 1934; Northwestern, 1936. Lecturer, University of Florida, 1935.

Consultant on the Pennsylvania Study for the Carnegie Foundation for the Advancement of Teaching, 1934; Consultant on general education and evaluation, American Council on Education Teacher Education Project, 1940.

National and State Offices: Secretary, Educational Section of the American Association for Applied Psychology 1937 - ; Chairman, Committee on Examinations for the American Psychological Association 1939 - ; Member, Board of Directors, California Society of Secondary Education, 1940- ; Chairman Committee on General Education for the National Society for the Study of Education, 1937-1939; Chairman, Survey Committee on Counseling and Guidance in the San Francisco Public Schools; Consultant for Bureau of Public Relations, War Department, Washington, D.C.

Author of Books: The Reading Abilities of College Students, University of Minnesota Press, 1931.

(with H. A. Carroll) Educational Psychology, D. C. Heath, 1935.

(with others) Studies in College Examinations, University of Minnesota, 1934.

(with others) The General College Curriculum as Revealed by Examinations, University of Minnesota Press, 1937

(with James Wert) Federal Aid for College Students, University of Minnesota, 1937.

(with E. C. Wilson) In 1936, Henry Holt, 1937.

(with E. C. Wilson) In 1937, Henry Holt, 1938.

(with others) Guidance in Educational Institutions, Public School Publishing Co., 1938.

(with others) General Education in the American College, Public School Publishing Co., 1939.

(with others) Social Education, Macmillan, 1939.

(with C. R. Pace) A Follow Up Study of University of Minnesota Graduates 1926-1934, University of Minnesota, 1938.

(with others) The Improvement of College Instruction, University of Chicago Press, 1940.

Editor: Education Editor, Farrar and Rinehart; Managing Editor, Educational Monographs, Education Publishers, Inc.; Co-operating editor, Education Abstracts and Journal of Experimental Education.

Contributor: Encyclopedia in Education, Macmillan Co. In Press. Journal of Applied Psychology, Journal of Educational Research, Harvard Educational Review, School Review, School and Society, Journal of Genetic Psychology. Educational Method, California Journal of Secondary Education, Psychological Bulletin, Bulletin of the American Association of University Professors, Journal of Experimental Education, Journal of Higher Education.

Author: Co-operative Contemporary Affairs Tests for the American Council on Education. Published annually.

Current Affairs Test, published twice a year in *Time*, the weekly news magazine.

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Calgary, Alberta



Official Bulletin, Department of Education

No. 60

IMPORTANT NOTICE—ADVANCE REGISTRATION AT SUMMER SCHOOL

Teachers who have any expectation of attending the 1942 Summer School are urged to register during April and May. If later they desire not to attend, their registrations will be cancelled on request. It is exceedingly important that registrations be completed **BEFORE THE OPENING OF THE SESSION**, in order that the Department of Education may know in advance the enrolment to be expected in each course, and **THAT THE DIRECTOR MAY HAVE TIME TO CONSIDER TEACHERS' SPECIAL PROBLEMS RELATING TO REQUIRED COURSES, CERTIFICATION, CREDITS AND TIME SCHEDULE BEFORE THE CLASSES BEGIN.**

Early registration will avoid annoyance and delay in having programmes finally approved and in the beginning of classes.

RE DEPARTMENTAL EXAMINATIONS

The increasing use of examination questions of a more objective type, and the revised and much more systematized techniques for evaluating the answers to examination questions makes it highly improbable that a student is likely to secure a higher standing on appeal than he was originally granted.

From the foregoing considerations, it follows that a student who writes on an examination in June has very little chance of making a better score on the supplemental examina-

tions, because he cannot within the few weeks intervening have developed very much additional ability or power in the subject, or subjects, on which he has written.

This consideration applies with most force to the subject of English, for which the examination is a test of ability to comprehend and appreciate. Obviously, growth in power for the purpose of this test must be continuous throughout the year and cannot in a few weeks make up for deficiency throughout the year. To a less extent, perhaps, these considerations apply to the case of Social Studies and of Mathematics or Science.

The Department feels that teachers should co-operate with the Department in making clear to students and their parents that a modern high-school education is not merely a matter of passing examinations or of "cramming" material to be reproduced on an examination paper. The tests now employed for examination purposes definitely attempt to measure growth in ability over the period of the year's work. A student has the best chance of passing the test when his instruction has been continuous and of a high quality throughout the year.

CHANGES IN ANNOTATED SCHEDULE OF SCHOOL BROADCASTS

Due to change to daylight saving time it has been found necessary to place the conversational French broadcasts on Monday and Wednesday at 8:15 p.m. instead of Monday and Thursday at 9:00 p.m. as formerly.

Mr. Rands' Current Events series has been discontinued. This is being replaced by a series entitled, "The Correspondence Students' Forum", at 8:00 p.m. Mondays.

Upper Canada College SCHOLARSHIPS AND BURSARIES

The following open Scholarships and Bursaries, founded in memory of Old Boys and Masters who fell in the Great War, 1914-18, will be awarded on the results of Examinations held at Toronto and other centres on April 14th, 15th, and 16th, 1942.

UPPER SCHOOL

The Gordon Southam Scholarship,
No. 2—\$600 a year for 3 years.

The Governors' Scholarship, No. 3—
\$600 a year for 3 years.

The Maurice Arundel Clarkson
Scholarship—\$600 a year for 3
years.

The Jeffery Filder Smith Scholar-
ship—\$600 a year for 3 years.

The "Old Boys in England" Scholar-
ship—\$300 a year for 2 years.

Candidates must be under the age of 15 on September 1st, 1942. The standard is approximately that of examinations set for passing from Grade IX to Grade X of an Ontario High School.

PREPARATORY SCHOOL

Bursary\$350 per annum.

Candidates must be over the age of 8 and under the age of 12.6 on September 1st, 1942.

For further particulars apply at once to the Principal, Upper Canada College, Toronto 12.

"OUR WARTIME HEALTH"

In a series of CBC talks on "Our Wartime Health", authorities will discuss the need for establishing and continuing adequate public health services throughout Canada to maintain our wartime efficiency and morale.

This series will be heard over the National network on Tuesday after-

noons, March 17th to April 28th inclusive, at 5:03 ADST, 4:03 EDST, 3:03 CDST, 2:03 MDST, and 1:03 PDST.

Speakers will emphasize the value of health services to the community and the home as well as the individual worker in industry and on the farm.

Subjects discussed will be as follows:

March 17th—"Health Services in the Community", Dr. James J. McCann, President, Canadian Public Health Association.

March 24th—"Health and Industry", Dr. J. Grant Cunningham, Director, Division of Industrial Hygiene, Ontario Department of Health.

March 31st—"Health Services for the Worker", Dr. J. Grant Cunningham, Director, Division of Industrial Hygiene, Ontario Department of Health.

April 7th—"Nutrition and the Worker", L. B. Pett, Director, Nutritional Services, Department of Pensions and National Health, Ottawa.

April 14th—"Health and Pasteurization", Dr. A. E. Berry, Director, Division of Sanitary Engineering, Ontario Department of Health.

April 21st—"Health and Water Supply", T. J. Lafreniere, Provincial Sanitary Engineer, Quebec Ministry of Health.

April 28th—"Social Hygiene", Dr. G. F. Amyot, B.C. Provincial Health Officer.

The aim of the series is to present a clear picture of the place of Public Health services in national, provincial and community living, and as such should be of special interest not only to the general listener, but to teachers, high school students and women's clubs supporting health programmes.

Help your pupils score 100 on this "Dental Quiz"



Thousands of school children can already answer these 3 questions. Help your pupils score 100—and you'll be helping them toward a future of **HEALTHY GUMS** and **SOUND TEETH**.



Why are classroom drills in oral hygiene so important?

ANSWER: Simple classroom drills demonstrate the technique of gum massage. The index finger is placed on the *outside* of the jaw to represent the tooth brush and rotated from the base of the gums toward the teeth. The teacher explains how massage quickens circulation in gum tissues, helps rouse lazy gums to healthy firmness.

Do children face a brighter dental future than their parents?

ANSWER: Thanks to the splendid instruction of their teachers, thousands of children are far more alert than their parents to the importance of gum massage to healthy smiles. Fortunately, parents, too, are learning this modern dental health routine.

Why do so many dentists suggest massage with Ipana for healthier gums and sounder teeth?

ANSWER: Ipana Tooth Paste is especially designed not only to clean the teeth but, with massage, to aid the health of the gums as well. Massaging the gums with Ipana quickens circulation in the gum tissues—awakens lazy gums—helps to make them firmer, stronger... more resistant to trouble. Then, when gums are firm and healthy, teeth are bright and sparkling, smiles more attractive.



The makers of Ipana have prepared a striking health chart, in full colour, which is helping teachers all over the country in their class drills in gum massage. They will gladly send you one to hang in your classroom. Send your name and address to Bristol-Myers Company of Canada, Ltd., 1238 Benoit Street, Montreal, P.Q.

Published in the Interest of Better Health by Bristol-Myers Company of Canada, Ltd., Montreal, Que.

Industrial Arts

Edited by
Dr. John P. Liebe

Editor's Note.—Many shop teachers will have noticed the instructive article on Scale-model War planes in the November issue of the *Air Cadet*. Some technical schools in the East have started to turn out by the hundreds solid models of the most important British and enemy aircraft, in order to provide demonstration material for the aircraft recognition classes of the Royal Canadian Air Force. The commercialized airplane models, made from strip and sheet balsa, which are so popular among our students are in no way suitable for training in aircraft recognition. Their graceful streamlines resemble the natural curve of a bent balsa strip rather than the exact outline of a real plane; and since they are covered with delicate tissue paper in all colors of the rainbow, they neither look like the gray specks which a pilot and his gunner and observer spot on the horizon, nor do they permit frequent handling. We need not discourage the building of balsa models because they make our students air-minded and skilful; but if our school shops are to produce model planes that are of practical use to aircraft recognition classes in the Air Force and among the air cadets, they have to be solid scale models built according to specifications furnished by the Department of National Defence.

When the Commanding Officer of the Lethbridge Air Cadets undertook to organize classes in war-plane scale-model building, he was fortunate in securing the co-operation of F/O Headrick who has experience in the mass production of solid models and who kindly consented to write an article about the importance of this work for the Industrial Arts section of this magazine. The writer asked him what he considered the best method of organizing a class in solid model building, and the information he gave has been attached to the article. From a recent inquiry it appeared that most air cadet units have not yet taken any steps to organize classes in solid model building. To get this work under way, shop instructors should take the initiative and get in touch with those who are in charge of the local air cadet unit, or directly with Flight Lieutenant Bowman, Air

Cadet Liaison Officer, No. 4 Training Command, R.C.A.F. Calgary, who will gladly furnish information.

Solid WAR Plane Scale-Models for the Air Force, for the Air Cadets, built in our school shops.

IS YOUR SHOP BUILDING MODEL-PLANES FOR AIRCRAFT RECOGNITION?

By F/O Richard T. Headrick,
R.C.A.F., Macleod

FEW people realize the vast importance of the model airplane industry in our defense effort. A few facts might be surprising to some. According to a recent survey made by a model aviation publication, about ninety per cent of the airline and military pilots in the United States started their careers in the field of flying through model aviation.

Proven many times, it is now accepted by the government of Canada that model airplanes present one of the finest methods of teaching young men the principles of flight and rudiments of aircraft construction. It has been estimated that the basic preliminary knowledge which young men acquire in the study of models is valued according to the standards of the British Commonwealth Air Training Plan at about 5,000 dollars. When we then realize that in every shop in every school throughout Canada this training could be going on with countless thousands of boys, we begin to evaluate properly this great and ever growing hobby.

"Canadian Air Cadets" has inaugurated an ambitious program in that regard and is most willing to co-operate with educational groups throughout the Dominion in helping to establish Air Cadet commands and

model training classes throughout the Dominion. At the present, it is thought that model aviation will occupy some 30 hours shop work in the course of their studies. They will also be given lectures on airmanship, navigation, theory of flight, will practice knots, drill and discipline, will have classes in wireless telegraphy and in general do everything possible to build a well-rounded foundation for an aviation career later on.

It is known by some that the education authorities leave it to the discretion of instructors to undertake model aircraft work during school hours. It apparently is not known, however, that this work is needed seriously and desperately right now, at the present moment, not at some obscure date. Solid models built by these lads under competent supervision will be used by ground instruction schools throughout the British Commonwealth Air Training Plan for illustrated lectures in aircraft recognition which is one of the most vitally important phases of military training for both ground and flying personnel. Plans and materials are supplied by the government and must be strictly adhered to. Finished models that can pass uniform inspection are turned over to the Air Force and the army for their recognition classes.

Further, in England at present, remote control models are being used to train gunners in sighting at a moving object. It is anticipated that in the very near future, these fast little gasoline models will be used in actual pilot training since they can be flown as a real aircraft only from controls on the ground. This, of course is a new and experimental phase of the development.

Still such remote control models can be built with ease by the Air Cadets at a more advanced stage in their training. Through the use of these, the boys will learn a great

deal about motors, fuel mixtures, wiring, control systems, and, best of all, the actual flying of a real aircraft. That is not permitted in full-sized aircraft but may certainly be done with remote control models.

This opens a limitless field to the instructor who is foresighted enough to lend his aid. Young prospective pilots may learn to take off, land, climb, dive, stunt, and make forced landings without even being off the ground.

But the big thing right now is a little less talk about it and a little more work getting these little solid recognition models turned out for the government. Let this be your school's contribution in a real way to the war effort. How much more valuable at a time like this than the making of tie racks, toasters and pot-holders to have thousands of young technicians working hard to whip the Axis powers.

Teachers, contact Flight Lieutenant Bowman, Air Cadet Liaison Officer, No. 4 Training Command, R.C.A.F. Calgary, who will gladly furnish information.

Organizing a Class in War-Plane Scale-model Building

The first step is to write for plans of such planes as the Spitfire, Hurricane, or the Messerschmitt 109. Before production begins, a negative master template has to be made. With the help of carbon paper transfer the various parts and sections of the plane to a piece of smooth veneer, about $\frac{1}{8}$ inch thick, and about 15 inches long and 8 inches wide. It is customary to group the side view and the top view of the body on one side of the template with the various numbered cross-sections in between, while the remainder of the template shows one half of the wings with the respective sections, the rudder, and the stabilizer with its cross-section. All these shapes are cut out with a fret

or jig saw and very accurately filed with sandpaper files. File the outlines about 1/32 inch oversize, then place this template over a piece of sheet aluminum or sheet copper and trace the outlines with a metal scriber. With the cold chisel, the jeweller's saw, and with the metal file, metal templates can be made. It is advisable to file several sheets of metal at the same time, in a suitable vise, taped together. The parts of the model are roughly cut and filed and then held into the openings of the template to assure accuracy. A class should have a number of ready-made templates to start with. Bass wood is recommended for building the models. A list of materials for finishing is supplied by Air Cadet Headquarters in Calgary. If a row of completed models of one plane is to pass inspection, they must look practically identical.

AN I.A.T.A. ANNOUNCEMENT

The Executive of the Industrial Arts Teachers of Alberta developed a plan for the exchange of shop drawings by the publication of "The Industrial Arts Magazine". The publication of this magazine was possible because all labor was contributed free of charge by the enthusiastic supporters of the venture—preparation of work sketches and plans, description of shop kinks, writing of articles, stenciling, editing, and even printing. It was soon found however that under war conditions the support of advertisers could not be obtained as easily as in the past. But even without this revenue the magazine could have been self-supporting if a sufficient number of teachers had quickly realized the educational value of such a teacher enterprise. When the subscriptions came in very slowly further issues became possible only through the generosity of our business manager. All too many shop

teachers did, for one reason or another, not justify his faith in the co-operation of his colleagues. Hence it is now necessary to announce that the publication of the magazine has come to an end.

The executive wish to point out however that the I.A.T.A. has only nicely launched the program for co-operative effort. Work toward degree recognition, convention programs, summer school courses, salary schedules, and exchange of shop helps has been undertaken. We can look for set-backs from time to time, but should the shop men remain loyal supporters and energetic co-operators, much will be accomplished.

It appears that only a limited number of our members are interested in exchange of plans, and so it seems advisable to limit this activity to those concerned. A plan for this exchange is under consideration and will be put into effect should the demand warrant it: namely, the formation of a club of say, twenty-five members, each pledged to submit copies of a good shop project. In exchange he would receive copies of the other twenty-four plans submitted. Details will have to be worked out on the basis of the number of members interested. If you wish to take part in such activity send a postal card to N. J. Cameron, 522 18th Avenue West, Calgary, stating "Count me in as an active supporter of the Exchange Club". Suggestions regarding the plan would be appreciated. Any action taken regarding the proposed club will be based on the replies received up to March 20th.

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EDMONTON SUMMER SCHOOL STUDENTS' UNION

STATEMENT OF RECEIPTS AND DISBURSEMENTS

—GENERAL ACCOUNT

For 1941 Session (Year ended October 31, 1941)

EXHIBIT "A"		RECEIPTS
Fees	\$1,438.00	
Bond Interest	16.25	\$1,454.25

DISBURSEMENTS

Athletics:	
Awards	\$ 73.00
Golf	13.25
Softball	41.92
Basketball	12.00
Tennis	127.95
Swimming	7.50
	275.62

Entertainment:

Informal Dances	549.87
Teas	13.11
Extension Dept. Films	10.00
Picnic	20.74
Piano Tuning	5.00
	598.72

Administration and Sundry:

Honoraria	200.00
Bulletin	20.55
Telephones	12.50
Typing	19.45
Committees	47.00
Printing	19.71
Sundries	25.60
	344.81
Excess of Receipts over Disbursements	1,219.15
	\$ 235.10

Represented by:

Balance on Deposit with University of Alberta, October 31, 1940	\$ 300.68
Balance on Deposit with University of Alberta October 31, 1941	535.78

Increase in Funds—General Account

\$ 235.10

STATEMENT OF ASSETS AND LIABILITIES

As at October 31st, 1941

ASSETS

Balance on Deposit with University of Alberta General Fund	\$ 535.78
Dominion of Canada War Loan Bond (at cost)	505.00

Total Assets

\$1,040.78

LIABILITIES AND SURPLUS

Liabilities	
Surplus:	
Balance as at October 31, 1940	\$ 805.68
Add: Excess of Receipts over Disbursements for 1941 Session	235.10

Balance as at October 31, 1941

\$1,040.78

Total Liabilities and Surplus

\$1,040.78

EDMONTON, Alberta, January 28, 1942.

We have audited the accounts of the Summer School Students' Union for the year ended October 31, 1941 and have received all the information and explanations we have required. We are informed that during the year under review the Summer School Students' Union by verbal arrangement transferred the balance of the Medical Fund in the amount of \$477.36 (balance at October 31, 1940, less subsequent disbursement of \$3.65) to the Summer School Medical Services Health Board which Board was thereafter to administer the fund. Contributions to the fund for the 1941 and subsequent sessions were to be made directly by students to the Board rather than by the Summer School Students' Union.

Subject to the foregoing we report that in our opinion the above Balance Sheet, Exhibit "B", is properly drawn up so as to exhibit a true and correct view of the state of the Union's affairs according to the best of our information, the explanations given to us, and as shown by the books.

WINSPEAR, HAMILTON & CO.
Chartered Accountants
Honorary Auditors.

HOME ECONOMICS

Edited by

ADA A. LENT, B.Sc., H.Ec., A.M. (Columbia)

Editor's Note: The two articles contributed this month are much appreciated. "New Clothes for Old" comes at a time when spring wardrobes are of prime importance to school girls and women alike. Home economics teachers will find inspiration here for those who are doing their bit in the "Save and Serve" campaign.

"Improving Our School Lunches" was written by Jean Velichko, a Grade VII pupil of the Bellis School District, and sent in by her teacher who says: "This idea has worked very well in my rural two-roomed school, and I believe that it may be of some help to other teachers." We think so too, and are thrilled to see the interest taken in better nutrition by teacher and pupil alike. We hope that these articles will inspire others to contribute their ideas and those of their pupils.

NEW CLOTHES FOR OLD—

By Miss J. M. McCONNELL,
Edmonton Technical School

One of the first means of practising economy is in the matter of clothing. The indications are that women through all the ages of history have been just as interested in clothes as we are. Every season brings a desire for different clothes.

Perhaps it may be the remodelling of a last year's garment to give it just the new chic line and style to harmonize a little better with this season's fashions. The proper accessories help a lot to point up last season's suit. Some women carry a trick up their sleeve whereby they contrive to keep an outfit still smart through a third season. In 1941 shoulders were square, in 1942 shoulders are smooth. Cut away enough material at the top of the sleeve to make it smooth.

It is well at the beginning of the season to examine the contents of one's wardrobe and decide as to its possibilities. Sometimes, such as at the present season when a combination of material and color are approved, two garments can be made into one as good as new. Careful workmanship

plus good planning as to color combination, fabric, trimmings, design and accessories, will give you a dress that has that custom made look, designed especially for you. Individuality is always an outstanding interest in clothes, and to make and remake your own is the most economical way to achieve this result.

It is well to note occasionally whether we are developing good taste and good judgment in dress. While remodelling may sound purely economical, for the ingenious and thrifty person it is a process of great interest; but just remember that remaking usually involves more planning and more work than making a new garment. Before remodelling a garment, decide whether the finished product will give you sufficient wear and satisfaction to justify the time and energy which has to be expended on it. Refer to the latest fashion magazines for new ideas, observe new garments on display in stores, as the first essential for a stylish made-over is a clever idea.

One important thing, if successful results are to be accomplished in remodelling, is to have all goods thoroughly cleaned, sponged and pressed before making them up. Garments made up without observing this rule always show creases and old stitching that destroy whatever good appearance the work might otherwise have.

If dyeing is to be a part of the remodelling process, the garments should be carefully ripped, washed and rinsed thoroughly before dyeing. Use a good commercial dye and follow most carefully the directions on the package. After the dyeing is done, great care should be taken that the

pressing is done on the inside of the material and with the grain of the material, leaving the goods straight. Press with a cotton cloth between the material and the iron.

Nowhere are there so many possibilities in remodelling as in children's garments. Children's garments may be made from clothing discarded from their elders. Women's dresses or coats furnish ample material for the dress or coat of a child. Woolen underwear (worn thin) makes an excellent interlining for a child's winter coat. Here, too, care must be taken that the material is suitable and worth remodelling. Very often adult garments are of a material too elderly in color and weave for children's clothing. Part of this difficulty can be overcome by use of a bit of bright color in stitching, applique, hand embroidery or buttons. Have the clothes loose enough to be comfortable and short enough to be smart.

You will find these publications useful:
Fabrics and Designs for Children's Clothes—
Farmers' Bulletin No. 1778, U.S. Department of Agriculture, 5 cents.
Stain Removal From Fabrics, Home Methods—
Farmers' Bulletin No. 1474, U.S. Department of Agriculture, 5 cents.
Menus and Recipes for Lunches at School—
Miscellaneous Publication No. 246, U.S. Department of Agriculture, 5 cents.
Send for these to Superintendent of Documents, Washington, D.C.

IMPROVING OUR SCHOOL LUNCHES—

By JEAN VELICHKO,
Smoky Lake School

The pupils of Bellis School in the Smoky Lake School Division all come from the country and bring their lunches from home. In winter the lunches would get cold. Something had to be done about it, so a "Cocoa Roll" was organized.

We bought a pot, cocoa and sugar with the money raised from the fees. The milk was brought by the pupils in turn. It worked well, but soon we got tired of cocoa, and the membership dwindled.

The grade VII girls, however, did

not give up. They hectographed booklets on "School Lunch Suggestions" and distributed them to every family in the district.

"Why not make vegetable soup in school?" was suggested. A trial was made; it worked. All enjoyed the soup. To avoid the second collapse, it was decided to have cocoa every Monday and Friday, vegetable soup on Tuesdays and Thursdays and postum on Wednesdays.

A nominal fee was charged each pupil in order to buy cocoa, postum, sugar and iodized salt. The vegetables, of course, were brought from home. The iodized salt was to supply the iodine content which northern waters lack. Iodine is necessary for the prevention of goitre. In the preparation of the soup we learned the constituents of the different vegetables and their food value. Milk added to the cocoa and postum supplemented the hot soup on other days.

Everybody is working hard to make the effort a success. Parents see to it that we have plenty of vegetables, milk, and not the least, the soup bone. The hot cocoa, postum and soup are made in school by the older girls. Each pupil has his own cup and spoon, washed daily by the girls in turn. The boys do their little bit too. They supply the water. We now finally have eighty girls and boys enjoying a hot lunch in school.

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Teaching for the *New Order*

An Address given at the A.T.A. Easter Convention by

L. W. KUNELIUS, M.A.

PART III—Conclusion

May I now tell you about our school and about what we have attempted to do through student organizations. During the past three years we have been doing a bit of experimenting with co-curricular activities as a means of enriching school life and developing democratic citizenship. My only justification for speaking to you who have student organizations in your school is because you might learn something from what we have done just as we would learn from hearing of your experiences. Our high school section consists of three rooms with approximately 75 students, in a community which is largely new Canadian.

We have now developed quite a comprehensive scheme of student government. After proceeding during the first year in the usual manner of organizing a Literary Society under the guidance of the staff it became evident that we were missing an opportunity to have student organization provide a fuller experience in understanding and appreciating democracy. The next year an entire system of student government was worked out in class discussions and in committees of students. (The way in which we proceeded is described in an article written for our class history by a student and printed in *The A.T.A. Magazine*, May, 1941, under the title "Getting Down to Brass Tacks.")

The students faced such questions as: Why should we have a student society? What aims should our organization have? What form should it take? What officers should it have and how should they be elected? What responsibilities and powers should it

have? Should a written constitution be worked out?

Out of class discussions on the importance of objectives there developed the following rather fine set of aims:

1. To help make school life more enjoyable for all.
2. To foster a co-operative spirit in the school community.
3. To bring about a closer understanding between pupils and teachers.
4. To help students equip themselves socially as well as educationally.
5. To bring together for discussion and participation in a club all those interested in the same activity.
6. To help students understand and practise self-government.
7. To have students assume some of the responsibilities and work of the teachers.

There is a danger that like so many resolutions these would soon be forgotten, but it has been a pleasure to find that these objectives have given direction and purpose to the plans and activities carried out by the executive members.

Three possible types of government were debated. First: paternalistic or authoritarian, which would be directed and led by the teachers whose greater knowledge and experience would make for quick and efficient formulation of policies and plans. Second: an independent or completely democratic form which would function without the interference, advice and supervision of principal and staff. Students would be placed entirely on their own initiative. Third: a co-operative type in which students and teachers would share responsibilities

and privileges. The latter would be essentially in the role of advisors and consultants. They would also lead and assist in activities at the request of the student officers. The last one met with general approval although some preferred to run their affairs quite independently and a few thought it best to have paternalistic leadership. The debate brought out such important points as—the importance of initiative and self reliance, the value of experienced advice (the position of the expert), the desirability of co-operative relations and a feeling of equality between teachers and students (authorities or officials and the public).

The Canadian government served as our model. A constitution committee, after considerable work, presented a written constitution. The Department of Mutual Interests is perhaps most interesting and unusual. Its minister is to sponsor the organization of various school clubs such as the mutual interests of groups of students may demand. All school clubs were to be co-ordinated under this department. Students were restricted in the number of clubs in which they might participate. During the first year the following clubs were organized. Boys' Recreation Wood Shop Club which met every Saturday, a Girls' Club, a Dramatics Club, a French Club, each of which met one evening every two weeks, a Glee Club meeting every Wednesday afternoon, and a Current Events Club which met on Tuesdays during the lunch hour and included essentially country students who brought their lunch to school. Each club was supervised by a teacher.

The election of officers gave opportunities for discussing the role of political parties, voting for the man versus voting for the party, geographic versus occupational representation, election propaganda and the importance of the secret ballot.

We have now seen our new student organization function for two years. Any evaluation of results must be based upon evidences of real growth in the students. In doing so we must keep in mind the fact that the students of our non-English community lack some of the advantages and privileges of boys and girls in more Canadianized communities. They have in particular many social adjustments to make in learning the Canadian ways of living as well as in acquiring the democratic way of life.

Social gatherings of various kinds have been arranged through the Department of Social Affairs. Through these the students have lost some of their feeling of awkwardness. The girls, under the helpful guidance of their staff leader, have shown a particularly gratifying degree of development in courtesy and social ease. Periodic meetings of the student society together with their literary programmes have given many opportunities for the expression of talent. The publishing of the school paper has provided worthwhile experience for many students. The several mutual interest clubs have played a useful part in the school life of their members. Boys' athletics have been well organized and directed by the Department of Boys' Athletics.

At first the students felt the need for much teacher guidance and help; they seemed unable to assume responsibility and to proceed effectively by themselves. Unless we did much counselling and suggesting the functioning of the student government was disappointing. But gradually they have learned to shoulder responsibility, to initiate and to direct their activities, and to co-operate more effectively for the accomplishment of their plans. We have seen them "grow".

In an effort to determine how successfully student organizations can

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function independent of more mature guidance the amount of teacher participation was reduced to a minimum during the second year. In many instances the student council was left entirely to its own resources. Results were not too encouraging. Our observations led to the following conclusions: Co-curricular activities, particularly new ventures, under student organizations do not progress as efficiently and well independently as they do with teacher co-operation and help. Secondly, there is little in student government as such which will guarantee good education for citizenship whatever else it may achieve. Finally, like any other educative process it must be directed to the end in view.

If I have succeeded in giving you an added ounce of inspiration to expend an added pound of perspiration for the cause of democratic education then I have not taken up your time in vain. I should like to conclude with a passage from the book to which I

have frequently referred.¹

"It is . . . fitting that the American school [and the Canadian school] should be a place where, in a democratic atmosphere, boys and girls can learn to work together for the common good without expectation of any reward other than the satisfaction which comes from service to a cause greater than oneself. Such learning will not be accomplished quickly or easily. It must come through a process of gradual but constant growth. The first steps in this process are found in relatively simple experiences of co-operation in class, club or play group. The last steps will be reached when young people envision the possibilities of a better nation and a better world [a New Order] and commit themselves wholeheartedly and intelligently to the task of making their visions into reality."

1. *Learning the Ways of Democracy*: National Education Association publication. Page 128.

Vocational Education



Article No. 7 in Guidance Series

By G. C. FRENCH, M.A., Edson

VOCATIONAL education is one of the important aspects of a guidance program. As a result of the growing complexity of civilization and the rapid changes in the ways of making a living, pupils need much assistance in choosing suitable occupations and in adjusting themselves to society. Vocational guidance, which is done in terms of the needs, interests, abilities, and opportunities of pupils, as well as their social needs in as far as they can be judged, can do much to aid young people to attain success in life.

There are many important objectives of a vocational guidance program. It should give the pupils a general survey of occupations. Together with other agencies within and outside the school, it should develop those qualities of character, those mental attitudes, those habits of work and conduct essential to success in life. It should aid pupils to realize their possibilities, to broaden their interests, to develop their aptitudes. It should give pupils a sound basis for intelligent vocational planning by training them in job analysis and by providing them with up-to-date sources of unbiased information about occupations. It should develop an appreciation of socially useful work and a desire to serve society. It should guide pupils to think seriously about the occupations in which they are interested. It should provide opportunities for studying the occupations in the local community. It should lead pupils to realize the need for continued education after they leave school. Briefly, vocational education should guide pupils to adjust themselves to life situations and to be-

come useful members of society.

Vocational education begins as soon as possible in school life. Pupils should be guided to analyze their interests, abilities and opportunities, and to see the need for an adequate preparation for the place which they must take in society. Later, they should gain a knowledge of occupations through specific courses with a teacher trained for this work. These courses should give the pupils not only a broad knowledge of vocational opportunities, but also adequate information about the specific occupations in which they are interested. Pupils should work from this broad knowledge to the selection of specific fields of interest by a process of elimination and refinement, so that the selection of an occupation is an outcome rather than an immediate objective of a class in occupations.

These courses should give the pupils opportunities to discuss the more important sociological and economic problems of society. They should awaken them to keener observation and help them to develop techniques of self-appraisal. They should give them access to sources of information in terms of their own interests and abilities. Many sources of information should be available, such as: books, pamphlets and files, radio, movies, visits to business and industrial plants, try-out experiences by working at various jobs. Again the teacher of the course in vocations should vary the method of presenting this information by using such techniques as individual and co-operative reports, socialized class work, talks and interviews, discussion of case problems, dramatizations and debates.

Through these courses in vocations, pupils should attain a knowledge of the mental and scholastic abilities, the personal qualifications and the educational requirements for the most common occupations. They should be able to state comprehensive reasons for their choice of any vocation and have a clear concept of the way to go about obtaining employment in that occupation. They should realize the need for a flexibility of vocational plans, and the dependence of these plans on the economic, educational and social background prerequisite to any occupation.

Group vocational guidance leads naturally to the necessary individual counseling. Individual conferences should be held with each pupil to guide him in his vocational choices. The counselor should have available for this purpose adequate records which will give him the necessary knowledge of the educational attainments, health record, home background, developing interests and hobbies, social and personality adjustments, vocational interests and experiences, long term goals and purposes of the pupil. This information should enable the counselor to guide the pupil to a more thorough analysis of his vocational choices. Through the interview the pupil should be guided to a consideration of the

schools or means by which he may obtain continued training. This individual counseling assumes the co-operation of the home, the school, and the individual pupil in the determination of these educational and vocational plans.

The school should assist in the proper placement of its graduates if the guidance program is to function to an optimal degree. This implies the co-operation of the school and the community. Again, following placement some educational agency should give these graduates continued guidance to assist them in obtaining satisfactory growth and adjustment. Such follow-ups would assist the school to evaluate and to improve its guidance program, in terms of the future needs of its pupils.

There are many rewards for adequate vocational guidance and education. Teachers should see their graduates going forth well equipped to take their places in the working world. They should feel that they are preventing vocational maladjustments. They should feel that they are assuring for their graduates a high degree of vocational satisfaction. They should have confidence that these individuals with more integrated personalities, higher social ideals, and better philosophies of life will do much to bring about an improved democratic social order.

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Local News

TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by this office not later than the 20th of the preceding month, i.e. deadline for this issue was February 20th.

NOTE: 61 Sub-locals have not yet reported the names of their officers for 1941-42. By resolution of the last Annual General Meeting the names of such Sub-locals are to appear in THE A.T.A. MAGAZINE, and next month's issue will carry the list. Will Sub-local Executives who have not been reported, therefore, kindly write immediately and relieve us of the necessity of including YOUR Sub-local in the list.

ACADIA VALLEY

The January meeting of the Acadia Valley Sub-local was held in Acadia Valley at the home of Mrs. Lewis on January 17th. A variety of business was discussed and a program was planned for the next meeting to be held at the home of Miss J. Carry on February 21st.

ACME-BEISEKER

A meeting of the Acme-Beiseker Sub-local which was planned for earlier in January was held on the evening of January 29th in the Beiseker school. Mr. Macdonald of Beiseker spoke, briefly, on English in the Intermediate and High School. Mr. Workman of Kathryn spoke on Festivals and answered several questions put by teachers of Beiseker who are interested along these lines. Mr. Bittle spoke on Plan Books, and Classroom Organization and Control.

We spent the rest of our meeting discussing current events in the Alberta educational field. Comments were made on shop courses which, we all agreed, are valuable to students of all kinds. The meeting offered congratulations to our neighbors in Kathryn for their success in supplying material for the Strathmore A.T.A. Local Newsletter. (Irricana figures in this too.) Most of us were interested in the General Shop and the Home Economics rooms downstairs, so we visited them after the meeting. They are now completely furnished and in use, thanks to the co-operation of officials, teachers and parents. Our next meeting will be near the end of March. We might choose you as a delegate to the Easter convention. Are you coming?

ATA

The third meeting of the Ata Sub-local was held at Kimball on December 5th. Superintendent Evenson was guest speaker. The suggestion was made that we answer the roll call with some fact of current interest. A brief discussion on whether to use school time for meetings was followed by an attempt to solve in a suitable manner the problem of teachers' transportation to meetings. We are glad to welcome to our Sub-local the teachers of the Aetna school. Mr. Evenson very ably gave enlightenment

on the basic philosophy underlying the New Education. His talk was followed by a question and discussion period.

* * *

On January 16th at the New Jefferson Consolidated School the teachers of the Ata Sub-local met for their fourth gathering. Mr. Ferguson reported on the negotiations of the Salary Committee. The salary schedule was discussed at some length. The move was unanimously made that we support the committee in all their endeavors. It was decided to have a Question Box at the meeting, with the emphasis on music. Miss Bario delivered an account of the Workshop Course taken at Edmonton during the past summer.

ATHABASCA

Seventeen members attended the meeting of the Athabasca Sub-local held in Athabasca school on January 24th. The President, Herbert McClure, discussed the coming Annual General Meeting and outlined correct procedure regarding elections and resolutions. The guest speaker from Colinton, Mrs. Adamson, gave a talk on Enterprise in Primary Grades. Mrs. Adamson had attended last summer the special course dealing with Workshop and Enterprise Activities. The members of the Sub-local appreciated the opportunity to hear such a fine exposition of the possibilities of enterprise education.

BARRHEAD

The Barrhead Sub-local met at Barrhead on Saturday January 24th and had as their guest Mr. S. Riske, Supervisor of Dramatics of the University Department of Extension. Mr. Riske completed his lectures in Dramatics that afternoon. The business part of the meeting was very brief, in order to allow more time to Mr. Riske. The Westlock teachers extended a cordial invitation to the Barrhead Sub-local for a social gathering at Westlock on Saturday evening, February 14th. The March meeting will take place on March 14th at 3 p.m. The Grade IX teachers' meeting will take place the same day, but half an hour earlier. All those who are interested are requested to attend.

BLACKIE-BRANT

The second meeting of the Blackie-Brant Sub-local was held in Mossleigh school on November 26th. Possibility of holding a meeting of two or three Sub-locals with our District Representative, Mr. White present was discussed. The secretary was instructed to write Mr. Mair, our Local President, to arrange such a meeting in February. It was decided to write to Herrington and ask the teachers if we may hold a meeting there in February or March. Mr. Roy Fowler is to be invited to attend our next regular meeting in Blackie in January and give a talk on Natural History. Mr. J. Wilson reported on the meeting of the Salary Schedule Committee. Following this, the business meeting adjourned. A delicious lunch was then served in the Home Economics Room by the Mossleigh teachers.

BYEMOOR-ENDIANG

The Byemoor-Endiang Sub-local held its meeting at Endiang high school January 29th at 7 p.m. It turned out to be the largest meeting as yet held by our group. A general discussion on the following points of interest took place: the results of the slides, the Festival cups and finances of the Sub-local. It was decided that we would

not sponsor a Festival, but rather give full time to the competitive Track Meet to be held in Castor. We decided to hold our meetings on the third Thursday of every month until the end of this term, alternating between Byemoor and Endiang, the next meeting to be at Byemoor on February 19th. The following schedule of programs was drawn up: (a) February—Enterprise display, talk and discussion under the supervision of Verna Quance in the Byemoor Junior Room. (b) March—A discussion on Physical Training as an aid toward the Track Meet.

Following the business meeting a fifteen minute discussion took place regarding "The Value of a Radio in a School". Following the meeting we enjoyed a "duly proposed" lunch at the restaurant.

CALMAR

The monthly meeting of the Calmar Sub-local was held at the home of Mr. and Mrs. C. Fyrcz at Calmar on February 3rd. After the reading of the minutes a discussion of classroom problems took place. Resolutions were drawn up. The revision of the High School Program was discussed and tabled until the next meeting which is to be held at the home of Mrs. E. Halat. A lunch was served at the conclusion of the meeting.

CALUMET

The officers of the Calumet Sub-local of the Ponoka Local were elected on December 6th, 1941 at the home of Mrs. Esther Johnson, Ponoka, as follows: President, Miss Margaret Slater; Vice-President, Miss Vivian Bellamy; Secretary-Treasurer and Press Correspondent, Ralph Bailey; Councillor, Miss Margaret Slater.

* * *

On February 14th the regular monthly meeting of the Calumet Sub-local was held at the home of Miss Slater in Ponoka. A resolution re the cost of living bonus was drafted by the members and will be forwarded by the secretary to the Ponoka Local for their approval. Correspondence was read, out of which the following business resulted: Miss Slater was elected to be the delegate of the Calumet Sub-local at the Easter convention. A discussion was held re the forthcoming one-day convention in Ponoka. Mr. Bailey was asked to bring up the subjects of Community Economics and changes in school text books at the convention. Members of the Sub-local are asked to attend the convention in Ponoka, tentatively set for March 7th, at which a number of unfinished reports from the Fall convention and other teachers' business will be discussed. Miss Slater treated the members present to a delightful lunch at the local Red Cross Branch.

CAMROSE

The Camrose Sub-local of the A.T.A. met in the Legion Hall on February 7th at 2 o'clock. It was suggested that members take an active interest in the revision of the High School curriculum. As a result several meetings will be used for the discussion of this. Mr. McLeay, the District Representative was present and drew our attention to the above and the cost-of-living bonus. Capt. Cummer of the Military Camp was present and gave a very interesting talk on Palestine which was illustrated with detailed map and photographs. Many Biblical places and names were reviewed. Afterwards the program committee served a lunch.

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CARSTAIRS

The meeting of the Carstairs Sub-local was held on January 28th in Crossfield at the home of Mr. and Mrs. Adams. We are pleased to report an increased attendance. Mr. Adams gave a report of the District Meeting, previously held at Didsbury. The teachers concerned themselves with a discussion on the cost-of-living bonus. Several resolutions were passed to be presented to the Local Executive.

Mr. Gish gave a very interesting talk on "The Teaching of High School Literature." At the close of the meeting lunch was served by the Crossfield teachers.

CASTOR

On Saturday, February 7th, the Castor Sub-local met at the home of Mr. C. Sorenson. A letter from the Local was read and discussed. It was decided that a concert, to consist of items from each of the schools in Sub-local, be held on March 30th, proceeds to go to the Red Cross. Full support will be given to Mr. Butterfield as candidate for District Representative for Central Alberta.

After the business meeting a delicious lunch was served. The meeting closed after the showing of two splendid films. The next meeting will be held at the home of Mr. J. Ellingson on March 7th.

CHIEF MOUNTAIN

A meeting of the Chief Mountain Sub-local was held at Beazer on January 29th. A committee for the revision of the High School Course of Studies was chosen, Miss Christofferson and Mr. Searle being elected. Mr. L. Rollins gave a report of the Executive meeting with the St. Mary's Divisional Board in which salary schedules had been the main point of interest. After the business meeting a valuable discussion on teaching English in the schools was led by Miss Christofferson. The teachers also agreed to take every means of securing a raise in salary. Lunch was served by the Beazer staff.

CLARESHOLM

A meeting of the Clareholm Sub-local of the A.T.A. was held at the Clareholm View School on the evening of January 17th. A letter from Mr. Raymond E. Shaul was read. Arrangements were made for the showing of motion pictures at Clareholm and Star Line Schools during the last week of January. The members present were opposed to holding a Festival this year, since the 'polio' ban shortened the school year by three weeks. For February meeting Miss Georgina Thompson of the Calgary Public Library and Mr. Wesley Irwin are to be guest speakers on "Books" and on "Art", respectively. A committee was appointed to make a report to the Department of Education on the revision of the High School Program of Studies. The time following the meeting was spent playing games. A delicious lunch was served by Miss Macdonald and Mrs. Frogge.

CREMONA

A meeting of the Cremona Sub-local was held at Cremona on January 22nd with Mr. E. Reid presiding. A resolution was passed that teachers should be included in the cost of living bonus. A delicious lunch was served by Mrs. Orton.

DAPP-JARVIE

The Dapp-Jarvie Sub-local of the A.T.A. met in Jarvie on Saturday, February 7th, 1942.

Mrs. Holden reported on various topics discussed at the Councillors' meeting in Westlock the previous Saturday, and these were considered by the members present. It was decided to make an effort to arrange a Rally for the teachers of the district for Saturday, February 28th, if Mr. Kunelius, our Inspector could come to speak to us on that day. The secretary was instructed to make arrangements. After the business meeting adjourned, lunch was served and enjoyed by everyone.

DONALDA-RED WILLOW

The second meeting of the Donalda-Red Willow Sub-local was held at Red Willow on January 17th.

As our former Vice-President, Miss Lynas, has gone to Toronto to engage in war work, the position was filled by Miss Hutchinson of Red Willow. Mr. Johnston was asked to see about the committee for the study of the revision of the High School Curriculum. In the hope of making it more convenient for the members to attend it was decided to hold the meetings on Monday evenings with a social time to follow.

ELK POINT

The regular monthly meeting of the Elk Point Sub-local was held in the Intermediate Room on December 6th. Mr. James Smith, President of the A.T.A. visited the meeting and gave a very interesting talk on A.T.A. organization. After the meeting a delicious lunch was served by Mrs. Beattie.

The Elk Point Sub-local met on January 13th at Elk Point. It was decided to have Superintendent Racette visit our next meeting to discuss problems with the teachers. More country teachers were in attendance; this pleased the executive. After the meeting a tasty lunch was served by Mrs. J. Jacobson.

EVANSBURG-WILDWOOD

A meeting was held at the home of Mrs. Milner in Evansburg on January 10th. Nine teachers were present. Mrs. Platt, councillor to the Local executive, gave the teachers a report on the proposed salary bonus reporting that negotiations were still continuing.

The teachers then discussed the raising of money in aid of patriotic causes such as the Red Cross. Different suggestions were brought forward. These included raising of funds through bazaars, saving of tin-foil, paper, and razor-blades, and classes abstaining from eating candy.

A definite program was suggested for each meeting. Mr. Stonehocker was suggested as a person who could lead an instructive discussion on P.T., in which many of the teachers seemed to be particularly interested.

Teachers of the Evansburg-Wildwood group gathered at the home of Mrs. F. Platt, Northville, on February 14th. It was

encouraging to note that we had a larger attendance than at any previous meeting held this school year. The March 14th meeting is to be held at Mr. and Mrs. R. Johnston's home in Wildwood. The greater part of the afternoon was occupied in a very thorough discussion of organization for the compiling of mimeographed speed and comprehension tests in reading. At the coming meeting we expect to complete tests for Division 2. Scheduled for this time are committee discussions of questions on suitable extracts from selections suggested by the teachers for the various grades. Tests for Division 3 will be dealt with similarly at a future meeting. Other items of interest were: comments on the revised salary schedule; a brief report by Mr. Stonehocker of questions relating to a proposed scheme for renting text books, which item had been previously brought up, and short discussion of traveling libraries. The teachers were strongly in favor of a Divisional Convention to be held in Edson. Measures are to be taken to see whether or not this will be carried out. Mrs. Platt served lunch, topping a thoroughly enjoyable afternoon.

FORESTBURG

The Forestburg Sub-local held their organization meeting on Saturday, February 7th. Officers are: President, Mr. L. C. Birdsall; Vice-President, Mr. J. Briggs; Secretary-Treasurer, Mr. S. Stewart; Councillor, Miss Alaire Scheler; Press Correspondent, Miss Marguerite Coutts; Entertainment Committee; Miss McRoberts, and Mr. Briggs. Various suggestions were made for the Entertainment Committee to act upon. The Musical Festival was discussed. Mr. Stan Mallett is to take charge of the projector and films for the year.

GLEICHEN-ARROWWOOD

The February meeting of the Gleichen-Arrowwood Sub-local was held in Arrowwood at the home of Mr. and Mrs. R. W. Darrah on Tuesday, February 10th. A discussion was held concerning resolutions to be handed to the Local for the convention at Easter. Plans were also discussed for a big out-of-doors concert we hope to have at Gleichen in May in lieu of a musical festival. The topic of discussion for the evening was "Grading". A delicious lunch was served by Mrs. Darrah and Mrs. Thring.

GRANDE PRAIRIE

The February meeting of the Grande Prairie Sub-local was held at St. Joseph's school on Saturday, February 7th with the president, Mr. Freebury, in the chair. Following the reading of the minutes, discussion took place regarding the sending in of resolutions, and the appointing of delegates to the Easter convention. After the usual fifteen minute period of Speech Training conducted by Mr. J. Tracy, the members were given a very educative and interesting book review by Mrs. Tracy. The book entitled "The Timeless Land", by Elinor Dark, dealt with the early history of Australia. Following adjournment, lunch was served by the staff of St. Joseph's school.

HAIRY HILL

The Hairy Hill Sub-local met at the Hairy Hill school on the evening of Saturday, January 24th. The meeting opened with a brief but lively discussion on student reports in Social Studies. After this the evening took on the form of a social gathering. Entertainment for the evening was

arranged by Mr. G. Kelba. At the close of the meeting the teachers were guests of the Hairy Hill school staff at a midnight lunch.

HARDISTY-PROVOST

A very worthwhile meeting of the Hardisty-Provost Local Executive and Salary Schedule Committee was held in Provost School, Saturday, January 24th. Mr. R. Shaul, Past President of the Association and Mr. L. R. McLeay, District Representative, were visitors. Mr. E. C. Miller, Divisional Superintendent, was present for part of the discussion. Mr. Shaul urged that teachers make public more of their professional activities to foster a closer contact between the school and the community. A hearty endorsement was voiced by everyone of his injunction that teachers participate freely in community activities. Keen interest was manifested when the High School curriculum came under discussion. Mr. Shaul, Mr. Miller, and Mr. McLeay contributed suggestions as to lines of possible study. A committee of all the six High School teachers in the Division was elected, with Mr. Broughton as convener and Miss P. Capsey as secretary. Both are of Provost. In each Sub-local area a study group is to be formed. At the close of the meeting Miss Milne and Miss Capsey served a tasty lunch.

HIGH PRAIRIE

A reorganization meeting of the High Prairie Sub-local was held at High Prairie on February 7th. The new executive was elected as follows: President, Miss M. A. McKinley; Vice-President, Miss M. DeWinter; Secretary-Treasurer, Miss J. B. Jackson; Councillor, Mr. E. W. Pratt. Meetings will be held on the first Saturday of each month at 2:30 o'clock in High Prairie high school. After discussion of various matters Miss McKinley and Miss Jackson served lunch.

HUSSAR

The first meeting of the Hussar Sub-local was held at Hussar on December 6th, 1941. Due to poor attendance it was decided to wait until the next meeting to elect officers. After a discussion led by Mr. R. V. McCullough on matters of general interest the meeting was adjourned.

The second meeting was held in Hussar on January 17, 1942. The officers for the coming year were elected as follows: President, Mrs. A. E. Derrick; Vice-President, Miss Yvette Ricard; Secretary-Treasurer, Miss Eleanor Kidd; Press Correspondent, Miss Alma Will. It was decided to have a Music Festival discussion which was led by Mr. R. V. McCullough. The next meeting date was set for February 20th and will be an Institute meeting in the morning at which teachers will discuss Festival matters as well as the Integrated Program. Superintendent R. V. McCullough will attend. In the afternoon there will be a picture show for teachers, students and parents. Mrs. A. E. Derrick led a discussion on Improved Reading Methods and then gave a

list of helpful books obtainable from the A.T.A. Library. The meeting was adjourned.

KITSCOTY-BLACKFOOT

The January meeting was held on Saturday the 24th. A fair attendance was had. Mr. Lavery was guest speaker, giving a talk and leading a discussion on "Community Service". The result was a clearer understanding of the subject and an increase in enthusiasm which we hope will lead to some profitable ideas. It is to be hoped more discussions of this type may be had in the future. Program schedules for the Festival were distributed, offering a wide and interesting series of events. The date is to be set later. The meeting adjourned and a lunch was served by the Kitscoty teachers and enjoyed by all.

LA COREY

The La Corey Sub-local held its regular meeting on February 14th at the La Corey school, Mr. H. Taylor presiding. Considerable discussion of High School Curriculum Revision took place and a committee of five appointed as follows: Mr. Fraser, Mr. LeLand, Miss Beaumonte, Miss Becker and Mr. Taylor. This committee decided to meet at the home of Mr. Taylor for the purpose of discussing the question and to invite Mr. Scott to take part in the discussion. Press Correspondents were appointed: viz. Miss Beaumonte and Miss E. Becker. Mr. Taylor was appointed as Councillor. The Festival Committee drew up a Syllabus for the May Festival. All schools of the Sub-local are invited to give a group presentation of 15-20 minutes. Suggestions for type of presentation were as follows: Dramatics, Folk Dancing, Pyramid Building, Chorus Work, Action Songs, Tumbling, and Choral Recitations. The festival was to be rather the outcome of some phase of Enterprise than an activity by itself. Best wishes for a speedy recovery were sent to Mrs. M. Jones who was taken seriously ill. The next meeting will be held on March 14th at the La Corey School.

LAC STE. ANNE

A meeting of the Executive of the Lac Ste. Anne Local was held in South Cherrhill on February 7th. The report of the Teachers' representatives was read and adopted. The Salary Schedule Committee reported that the Divisional Board had agreed to increase salaries, but had not accepted their proposal for the distribution of the increase. Three resolutions for the A.G.M. were approved. Messrs. Crawford, Woodhouse and David were appointed as delegates to the meeting. A committee was appointed to organize study groups for revision of the High School Program. The committee arranged to meet at Onoway on February 28th. Everyone interested is invited to attend.

LOUGHEED-SEDGEWICK

The regular meeting of the Lougheed-Sedgewick Sub-local was held in the Lougheed school on February 7th. A resolution requesting a more definite course in Community Economics was drawn up to be presented at the convention to be held in Killam on Saturday, February 14th. Messrs. G. Clarke and F. Holt were nominated as delegates to the Annual General Meeting. A discussion of the Festival took place which resulted in the date being set for Friday, May 1st. A committee of three was chosen to supervise any changes found necessary in the program. The Secretary

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was instructed to communicate with the adjudicator. Guest speakers for the March meeting are Miss Windover and Mr. Sparks of Sedgewick. Miss Windover has been requested to give a talk on "Handiwork in the School", and Mr. Sparks to deal with "Social Studies" or "English". The highlight of the meeting was a display and talk on Science given by Mr. M. Knowles and Mr. P. Holt which proved most educational and beneficial.

MALLAIG

Under the organization of Mrs. Durand from Mallaig, the Mallaig Sub-local held its first meeting on February 4th. Officers elected were: President, Sister Margaret d'Ecosse; Representative, Mrs. M. Durand; and Secretary, Lucille Besette. Meetings are to be held on every first Wednesday of the month, the next meeting to be held in Therien. In our meeting the 1941-42 schedule of salaries was discussed, and suggestions were given as to how we thought it should be improved. It is high time teachers should realize the need for action in this regard.

MORINVILLE

On January 30th the teachers of the Morinville district met at the home of Miss R. Perras for the purpose of forming a Sub-local. The following officers were elected: President, Marc Bernard; Vice-President, Gertrude Steffes; Secretary-Treasurer, Raymonde Perras; Press Correspondent, Marie-Louise Brugeyroux; District Councillor, Raymonde Perras. Following a discussion of various problems, a delicious lunch was served by Miss Perras.

MORNINGSIDE

The first meeting of the year of the Morningside Sub-local was held in the Ponoka school on January 10th. We had a good attendance. Our new projector was there and Mr. Brown of the University Department of Extension gave us the necessary instructions to operate it. It is now en route from school to school. The members of the Sub-local had a dainty luncheon at the Red Cross rooms after the meeting.

MYRNAM

The regular monthly meeting of the Myrnam Sub-local was held in Myrnam on Saturday, January 31st. Mr. Wm. Teresio, councillor, reported on the progress made in the request for a cost of living bonus. A lengthy discussion followed in which practically every teacher took part. The rent on teachers' houses has been revised and Mr. Teresio outlined the changes. A few teachers were still dissatisfied. Mr. Wm. Taschuk was elected delegate to the A.G.M. Mr. N. Poohkay was nominated as delegate at large. Resolutions were submitted and discussed. Mr. Teresio led a discussion on the problem: to what extent should a teacher participate in community activities. After the meeting the teachers enjoyed a banquet at Mr. Chapelsky's Hotel.

OLDS

The executive of the Olds Local met in Didsbury on January 22nd. Only 39 replies had been received to the 103 questionnaires sent out regarding the reading tests and remedial exercises, but it was decided to go ahead, order tests and prepare material for the towns and those schools which had replied. Miss Collins was appointed to consult with Mr. Crispo re teachers to prepare the remedial work. The Divisional Board will be asked to contribute \$10 to the cost, each town board \$5. Another meeting of the study group on High School Curriculum Revision was called for February 9th. The officers of the study group will be the officers of the Local, with an assistant secretary.

PARADISE VALLEY

The Paradise Valley Sub-local held its regular meeting on Monday, February 2nd at Winona school. The business part of the meeting was opened by a report given by Mr. A. E. Lampitt concerning the adjudicators for the coming festival. Plans were made for the printing of a program. New plans were made whereby teachers could exchange library material. It was found that the Divisional Library books were circulating favorably. Thank you, fellow teachers, for your co-operation. It was decided that at the next meeting teachers would voluntarily give their ideas on certain phases of the New Curriculum. It is to be hoped that some worth-while ideas will be uncovered. A tasty lunch was served by our hostess Miss N. Redmond.

PEERS NORTH

The reorganization meeting of the Peers North Sub-local was held on February 7th at the home of Mr. and Mrs. H. E. Shacker at Peers. Those elected to office were: President, Mr. H. E. Shacker; Vice-President, Mrs. M. Gadd; Secretary-Treasurer, Miss R. Remnick; District Councillor, Mr. H. E. Shacker; Press Correspondent, Miss Kully; Social Convener, Mrs. H. E. Shacker. A discussion of salary schedule followed the election. It was decided to hold the next meeting at Peers on Saturday, March 7th. Business over, a delicious lunch was served by our hostess, Mrs. H. E. Shacker.

PICARDVILLE-BUSBY

The meeting was held in the home of Mr. Corneliussen, on January 23rd, at 8 p.m. Mr. Morris showed some excellent Silent Reading Tests. Miss Dorothy Watson was asked to report on Enterprise methods at the next meeting. The meeting was adjourned and a delicious lunch was served by our hostess Mrs. Corneliussen.

REDWATER-OPAL

The teachers of the Redwater-Opal Sub-local met at the Ufford school on February 4th. There were several main topics under discussion. A few of the items which were given consideration are the High School Program of Studies, speakers for the free movies sponsored by the government, management and operation of the local moving picture machine, and resolutions for the A.G.M. A motion was made that an investigation be made concerning the possibilities of obtaining a power plant or an engine to operate the motion picture machine. Also a battery tester was to be secured to supplement the equipment and avoid misunderstandings. The next meeting was to be held on March 4th at the boarding residence of Miss Anne Rudyk of Amelia school. All members are urged to attend.

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RIMBEY

The February meeting of the Rimbey Sub-local was held at the Rimbey High school on February 14th. Discussion of a special Divisional Convention to be held in Ponoka on March 7th took place. Projector circuit was rearranged and new films were chosen. The meeting then adjourned to the Work Shop where Mr. Massing, principal of the Rimbey High School, gave an interesting talk on Tools and Handicraft. Several pieces of pupils' work were on display. At the close of the meeting lunch was served.

ROCKY RAPIDS

A meeting for the organization of a Sub-local was held recently. The following officers were elected: President, Mrs. R. Laws; Vice-President, Miss I. Williams; Secretary-Treasurer and Press Correspondent, Miss M. Hein; Councillor, Mrs. S. Wasylshyn. Plans for future monthly meetings were discussed.

SCAPA

The first meeting of the new year was held in the Scapa school, January 23rd. The Councillor, Miss Morton, reported on the last meeting of the Sullivan Lake Local Executive re the Salary Committee and the recently instituted Local Newsletter. Another officer was added to the executive with the election of Miss L. Kelly as Vice-President. The secretary was instructed to requisition the Sullivan Lake Local for the sum of five dollars to carry on the Sub-local work. A definite monthly meeting date was set. It is to be the second Wednesday of the month. The next meeting will be on February 11th at the Hudson Bay school. Miss Coultis presented a report on the constitution of the A.T.A. Sub-local and on the Code of Ethics, both of which provoked a lively discussion. At the February meeting Dr. Dickie's book "The Enterprise in Theory and Practice" will be reviewed by Mrs. Cook. After the meeting lunch was served by the Scapa teachers.

The February meeting of the Scapa Sub-local was held in the Hudson Bay teachers on February 11th at 8 p.m. The Councillor, Miss Morton, handed in the financial allotment from our Local, the amount being six dollars. She reported also on the Sports Committee for the track meet which will be held on May 22nd. Resolutions passed by the Local were discussed. At the next meeting Miss L. Kelly will give a talk on Social Studies in the Junior Grades. The Sub-local meets again on March 11th at the Weisse School. After the business meeting the President, Mrs. M. D. Cook, reviewed the book "The Enterprise in Theory and Practice" by Dr. Dickie. A discussion period followed. Mrs. Bury was the hostess for the evening and served a delightful lunch.

SEXSMITH

The second meeting of the Sexsmith Sub-local was held in the Sexsmith High School on January 10th. Mr. Norden, president, was in the chair. Bonuses for teachers were discussed. It was decided to send a resolution to the Salary Negotiating Committee from the teachers of the Division requesting the removal of the 14 per cent discount on the basic salary. A Ways and Means Committee was elected to consider the possibility of financing the Movie Machine. A program for the next meeting was decided on. The next meeting is on Saturday, February 7th. It is our hope that more teachers will make an effort to attend. Lunch will be served as an added inducement. Miss

Frances Bolan was elected Press Correspondent. We hope the teachers, by their co-operation will make our Sub-local a real success.

ST. PAUL

Three well attended meetings of the St. Paul Sub-local have been held under the able presidency of Mr. Henri Robert. At the first meeting the officers for the year were chosen: President, Mr. Robert; Secretary, Miss Dora Fitzsimmons; Councillor, Joseph Durand. A program committee was nominated to plan the year's activities. A report on the progress of negotiations was given to the assembled members by Mr. Woronuk. The second meeting was interesting because of a panel discussion under the chairmanship of Mr. A. Beauregard on the topic "Democracy in the School". Mr. Duteau reported that the Negotiating Committee was having some difficulty in making the Board live up to its bargain.

The third meeting was held on the first Saturday in February. By the way, members, remember that: First Saturday of every month at 2 o'clock in the St. Paul High School. Mr. George Woronuk, accompanied by Sr. Jeanne du Divin Coeur, A.S.V., entertained the members with two delightful violin solos. This was followed by a lively discussion of the proposed revision of the salary schedule. The Negotiating Committee was instructed to remove certain objectionable clauses in the revised schedule and "all went merry as a marriage bell".

STETTLER

At a well-attended meeting on February 14th, the executive of the Stettler Local heard a report on teacherage-rent negotiations. Although the Divisional Board has made some of the desired reductions in rents, they still have not accepted the principle that they cannot dictatorially raise rents by the simple device of deducting from teachers' cheques. Other business discussed included salaries, cost of living bonus, musical festival and resolutions to the A.G.M. With sincere regret the executive accepted the resignation of their Secretary-Treasurer, Mr. Moreau, who has energetically served for several years but now finds that his extensive work with the Cadets makes it impossible to continue efficiently.

SUNDRE

On January 17th the Sub-local meeting was held in Sundre. Letters from the Central Office were read and discussed. Our councillor, Miss Gastle, reported on the executive meeting held in Didbury in December. The proposed Reading Program was discussed. A delegate was chosen for the Easter Convention. The round table discussion on Division II enterprises was profitable even though it wandered rather widely. The February meeting will be a joint meeting with the School Fair Executive, in Sundre, to determine the course of the fair for next year.

SUNNYSLOPE

At the January meeting of the Sunnyslope Sub-local held at Sunnyslope, a plan for distribution of library books was drawn up and a discussion on Science in Division II was led by Mr. Pybus.

The February meeting held at Torrington dealt with the resolutions for the A.G.M. After the business session Miss Moran outlined an enterprise and Mr. McCrea showed three educational films. Lunch was served to

the teachers at the close of each of these meetings.

SWALWELL

The February meeting of the Swalwell Sub-local was held in Swalwell at the home of Mrs. F. Stretton on Thursday, February 12th. Owing to the absence of the President, the chair was occupied by the Vice-President, Mr. Eyres. Business included the report of Mr. Eyres on the last meeting of the Strathmore Local, the planning of our copy of the monthly newsletter, and the outlining of a program for the next meeting. A resolution was also passed to the effect that members are always free to bring guests to the meetings. Following the business discussion, Mr. F. Webber spoke on the topic: "A Critical Evaluation of the Treaty of Versailles". The next meeting will be held in the Swalwell School on March 12.

THREE HILLS-TROCHU

The Three Hills-Trochu Sub-local held its monthly meeting in the Three Hills school on Wednesday, January 21st at 8 p.m. The feature of the evening was the continuation of the discussion on the teaching of English throughout the school. After the meeting a delicious lunch was served by the Three Hills teachers.

TWO HILLS

The meeting of the Two Hills Sub-local at Kaleland school was very well attended. Many vital problems and reports were submitted to the meeting. Mr. Miskiv in his report on the purchasing of the projector, admitted that a larger investment was made than was anticipated. However all members approved its purchase at the higher price. Immediately all teachers took part in forming a suitable time-table and a reasonable admission fee for future movies in the respective schools. In order to have the schedule timed perfectly, it was necessary to obtain another set of batteries. Mr. Shavchook gave a report on the task undertaken by a committee of four, two teachers and two Divisional Board Trustees, to make rental charges of teacherages more uniform throughout the Two Hills Division. The Rental Schedule was worked on the basis of 8 per cent on the value of the teacherage. Teachers present voted acceptance of the above schedule. Mrs. Young read the circular pertaining to the recent change in the High School Program. A short discussion on the progress of securing a bonus was held.

We were fortunate to have Superintendent Hannechko present. He took the floor for a few minutes, giving many suggestions for an all-round co-operation. He also reminded teachers who were slow in sending their term returns to speed up in the future. Mr. Hannechko also emphasized that the splendid Teachers' Reference Library ought to be used more frequently. Some teachers have not yet ordered individual school reference books. All types of school equipment such as work tables, chairs, science equipment may be had only for the asking.

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However, a more noticeable progress in English must be made, and a plan book is an item of necessity in all schools. Mr. Shavchook, after explaining how a Work Shop is to operate, led a discussion on how to have it carried out successfully. Committees were formed and a Work Shop was started. In order to stabilize all nerves after such a successful meeting, Mr. and Mrs. Fodealuk treated the teachers to a luscious lunch.

VALHALLA CENTRE

A regular meeting of the Valhalla Centre Sub-local was held on Tuesday, February 10th at the home of Miss Kathleen S. Nay. Mrs. McRae was elected delegate to the Annual General Meeting at Calgary. It was also suggested to send another delegate providing funds could be raised by the Sub-local to pay for the transportation. The other delegate would be Miss Ruth Peterson. The elected officers for the following term are: President, Mrs. A. Dolemo; Secretary, Miss Ruth Axelson; Councillor, Mrs. McRae; Treasurer and Press Correspondent, Miss Kathleen S. Nay. Next meeting is to be held on March 3rd at the home of Mrs. A. Dolemo. Following meetings are to be held on the first Tuesday of each month.

WESTLOCK-CLYDE

The teachers of the Westlock-Clyde Sub-local held their monthly meeting at Westlock school on February 14th. Two additional appointments were made: Miss Hall to assist the Programme Committee and Miss Fjell to act as assistant Councillor. A discussion followed the reports of two members on the Radio Talks for teachers from CKUA. This was followed by an informal meeting of this Sub-local with the Barrhead Sub-local, in the nature of a social evening. The high school room was tastefully decorated in honor of the day, and the thirty teachers present enjoyed games, dancing and Valentine favors. Lunch was served by the Westlock staff. The next meeting will be on March 14th at 2 p.m. at Westlock. Mr. Dean, principal of Westlock School, will give an address on Evaluating English in the New Course.

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